

Y1,3,4,5 Moderation Exemplification Book Sample Pages

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A recount of a holiday.

I went on hoiday to the Ill ov Wit and on the Ill ov Wit I went to the beech and went to a prttee. It wooz sairrooz leeving partee.

YEAR 1 –WTS

Some sentences are demarcated correctly with full stops and capital letters.

Segments many simple spoken words into phonemes and writes the graphemes corresponding to those phonemes.

Emerging ability to use *and* to join words, but has not understood fully how to use this correctly.

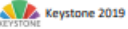
Correct Year 1 Common Exception Words: I, to, the, a

Incorrect Year 1 Common Exception Words: oC, was

In this recount, Andris has used capital letters for the personal pronoun *I*, for the name Isle of Wight and at the beginning of sentences. Most incorrect spellings are phonically-plausible. Some Year 1 common exception words are spelt correctly.

Andris has understood how to sequence a short recount, even though it is quite limited in detail. He has an emerging understanding of simple punctuation.

He has not reached the expected standard for Year 1, as his writing is not detailed enough and has not progressed enough to tell the reader what he did on his holiday.

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A story based on 'The Tortoise and the Hare'.

Once upon a time their lived a dog who was so boastfull he told everyone who wants to do a race. So the gineapig said I'll take part in a race with you but where in the forest said the dog. So the race started and the dog was happy and in front of the gineapig speaking about her.

She was taking her time throo the forest and the dog felt hungry and started to wonder of throo the forest. He couldn't find any food and the gineapig won the race! The next day the dog came out of his hut and said well done to the gineapig.

YEAR 1-GDS

A simple coherent narrative, where the key features of the genre are present

Correctly demarcated sentences, using capital letters, full stops and exclamation marks. Apostrophes for contraction are used accurately

She has used a fronted adverbial to indicate the passage of time from one day to the next.

Use of an idiom to show the character's speed and attitude.

Conjunctions—*and, but* and *so* - used to create coherence.

The suffixes *-ed* and *-ing* have been used.

She has been able to use a selection of personal pronouns—I, he, you, her, etc.

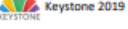
Correct Year 1 Common Exception Words: once, a, was, so, he, to, do, you, of, the, she, his, said

Incorrect Year 1 Common Exception Words: there

Nicole has written a simple fable and has used the traditional fronted adverbial *once upon a time* to begin the introduction. The conjunction *so* has been used at the beginning of several sentences to indicate cause and effect and there is also a problem and resolution. This shows that she is able to write for different purposes.

She has used paragraphs to organise the text and has developed a story line which is easy to follow.

She is able to spell most Year 1 common exception words.

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A beginning of a ghost story.

After what seemed like an eternity, they saw a graveyard with bones all around and blood on the rock. It couldn't be true.

"Should we go through?" thought Cleo.

"Yes," said Elizabeth.

"Are you going to push me through?" asked Cleo.

"Actuly yes" answered Elizabeth. She shook like a leaf.

They saw a light shimmering in the dark. "Follow that light" said Elizabeth. It led them to a house and they stopped and stared. Their hearts were pounding with fear and they were shacking. It was dark, petrifying and shadowy!

YEAR 3—EXS

Use of the contracted form—*couldn't*.

Mainly accurate use of inverted commas for direct speech.

A simile used to show the character's emotions.

Sentences demarcated correctly with capital letters, full stops, question marks and exclamation marks.

Commas in a list used accurately.


Correct CE/NC Spellings:
Year 1: they, a, the, go, said, are, you, push, me, ask, to, horse, were
Year 2: after, should
Year 3/4: through, thought, heart, answer

Incorrect CE/NC Spellings:
Year 1: 0
Year 2: 0
Year 3/4: actually

Rahul has built suspense in the first chapter. There is purpose and a sequence to the events—a beginning, a build-up and a climax. It does not include a resolution or ending because the objective is to write the beginning of a story. Powerful and carefully chosen vocabulary is chosen to interest the reader: *eternity* (noun), *shimmering* (verb), *petrifying* (verb), *dark* (adjective) and *after* (adverb). Prepositions are used to create cohesion—*through, around, on*. The only conjunction used is *and*.

The story is organised into paragraphs and a 'new speaker' starts on a new line. Rahul has chosen onomatopoeic words to emphasise the atmosphere and there is a variety of sentence length.

Many Year 3/4 spellings are correct—four out of five.

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A description of fireworks

YEAR 4—WTS

When I went to the firework display, I was waiting for the fireworks to begin. Then bang, then boom! The light came out of nowhere and it was really noisy. Then the firework flew like a bird and then exploded and went up quickly into the night sky. All I saw was the inky, black sky but that moment the lights shot up. The bonfire was boiling hot and I couldn't stand to close. The fireworks shone like stars and the frantic firework woke me up because he nearly fell asleep, I saw in the distance a firework rising.

The person next to me jumped when a firework exploded and I got a fright to. It was midnight, it was pitch black, it was scary. The firework sparkled like a diamond. Boom went the firework like a roar from a lion and it looked really nice.

An adverbial has been used accurately.

Onomatopoeia and alliteration used for effect.

Expanded noun phrase adds details to bring the description to life.

Apostrophe used for the contracted form.

Changes person—from first to third person singular.

Incorrect use of a comma—splicing.

An attempt to use commas in a list to separate items.

Similes have been used to describe the fireworks.

Correct Year 3/4 Spellings: 0

Incorrect Year 3/4 Spellings: 0

This description meets the 'working towards the expected standard' statements. Zarine mostly maintains the past tense and the first person throughout the text, but this is not yet consistent.

She has used adverbs to good effect to build cohesion and add detail. She uses a mix of feelings and a description of the scene, but this has become confused. Using more conjunctions would have improved cohesion.

Most sentences are correctly demarcated, however Zarine has misconceptions surrounding the use of commas. Paragraphs are not well-structured because of the length and the lack of a clear theme for each.

She has created a setting that uses powerful verbs (*exploded, rising, sparkled*), adjectives (*frantic, inky*) and adverbs (*quickly, really, nearly*).

Spelling is mostly correct and any incorrect spellings are phonically-plausible. There is no evidence yet of the Year 3/4 spellings, but there are common exception words spelled correctly (*could, because*).

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A diary based on a character from a book

YEAR 5—EXS

Friday 13th November

Dear Diary,

You will not believe the exciting thing that happened to me tonight!

I was in the bar surving, hurrying here there and everywhere. The old, ancient inn was so busy tonight. When I heard Fritz was going to read us his new story tonight I was like, "If you're going to read ghost stories I'm out of here!"

But my father said, "Now now Gretl being a barmaid is your job. You can't just quit when ever you like can you?" My father, who was now giving me the eyebrow, was right.

"Fine! I'll be scared to death then!" I muttered.

After what my father said, I had to stay and listen to Fritz's story (I was shivering all the way through!) I felt so sorry for poor Prince Florian, but I was so terrified about Prince Otto's "dead" body. It was moving without a heart! I needed to be there to comfort Prince Florian. He seemed to be running on springs and cogwheels and gears and pendulums. I could hear tick, tock, tick, tock.

In a flash, the weirdest thing happened. Well there was this strange man in Fritz's story. His name is Dr Kalmenius and when Fritz stopped reading this Dr Kalmenius bloke walked in Fritz was scared out of

Friday 13th November

Date and Dear Diary.

An expanded noun phrase to describe the setting.

A discourse marker in modern speech. This does not match the time and setting of the text.

Apostrophe for contraction.

Effective cohesion—humour used to link to the deaths in the story.

Integration of dialogue between characters.

Fronted adverbial is a link to the previous paragraph.

Brackets used to add detail.

Exclamation mark shows the character's emotion.

Quotation marks show the irony of the situation.

She has developed the character by using descriptions from the original book—lists using and instead of commas and identical vocabulary.

She has swapped to present tense to make the reader feel that they are involved.

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A diary based on a character from a book

YEAR 5—EXS

his skin. Fritz, who was as pale as a white bed sheet, screwed up his paper and was out as fast as he could.

Father told me to go upstairs to bed...

After a few hours and Father was in bed I got up and went to sit by the stove. I should have gone to bed too.

For some reason I started muttering to myself. I don't mind ghosts or skeletons, but Fritz went too far that time. And didn't everyone jump when that old man came in? It was as if Fritz conjured him up out of nothing! Like Dr Faust conjuring up the devil. Just then a metal figure started walking towards me with a very sharp sword.

Will we survive the night and see another morning? Will Sir Ironsoul finish us all?

Use of a relative clause to add information about the character.

Modal verb to express ability.

Modal verb—she writes that she should have gone to bed. A good way to build suspense.

Subordinate clause using the conjunction but.

Reference to the book and the character's backstory.

Concludes the diary entry with imagined possibilities for the next day.

Correct NC Spellings:
Year 3/4: 0
Year 5/6: ancient

Incorrect NC Spellings:
Year 3/4: 0
Year 5/6: 0

This personal record of events is presented in time order. Ava has commented on events and Gretl's feelings and thoughts. She has written in the past tense (present when appropriate) and the first person.

There is an informal, conversational tone and she has used lively language. This is occasionally too modern to suit the time/style of the original story.

To build cohesion in and between paragraphs, Ava has used adverbials (*after, in a flash, as fast as he could, after a few hours*).

She has been able to use commas mostly correctly and has used them accurately for parenthesis. Brackets have been used to add detail.

Spelling is mostly accurate and she has made the correct choices of homophones (*too, poor, read, there*).

She has accurately spelled words with silent letters, including *listen, ghosts and sword*.