

**Leicestershire
County Council**

Advice for Class Teachers

Moderating pupils' writing at

P 4 - NC Level 1

Exemplars of writing at P Scales and into National Curriculum levels.

The purpose of this document is to provide guidance for class teachers which would enabled them to level writing tasks at P levels, especially at the P8/Level 1 borderline, with more confidence.

The materials can also be used as a resource for whole school moderation tasks and to encourage discussion of issues linked to statutory use of P Scales.

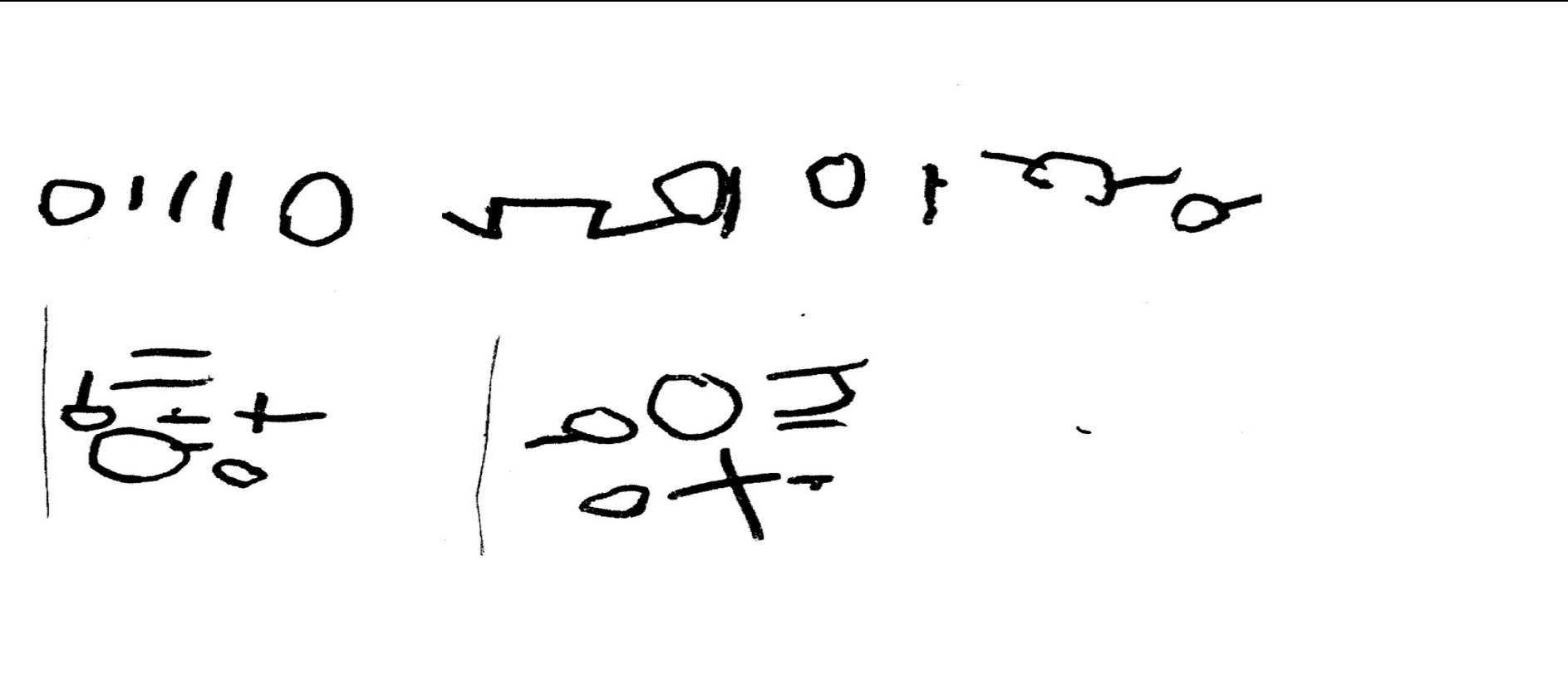
The guidance is in line with the latest assessment advice, including that of the APP materials.

Advice For Moderating Writing Tasks At "P" Levels and into Level 1

P4	Exemplars
<ul style="list-style-type: none"> • Pupils show they understand that marks and symbols convey meaning, <i>for example, placing photographs or symbols on a timetable or in a sequence.</i> • They make marks or symbols in their preferred mode of communication e.g. using writing implements with a pincer grip, generating a symbol from a selection on a computer 	<ul style="list-style-type: none"> • Make marks on paper and indicates that it is their own name • Produces scribbles using horizontal, vertical and circular lines
<p>P5</p> <ul style="list-style-type: none"> • Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, <i>for example, contributing to records of their own achievements or to books about themselves, their families and interests.</i> • They trace, overwrite or copy shapes and straight line patterns. 	<ul style="list-style-type: none"> • Developing fine motor skills evident, with pupil showing more control over writing tools. • With support, makes regular writing patterns all marks to represent writing, moving hand and pen or pencil from left to right. • Write the letter like shapes / numbers. • Attempts to copy adult writing patterns, shapes or graphemes. • Unable to "read own writing"
<p>P6</p> <ul style="list-style-type: none"> • Pupils produce or write their name in letters or symbols. • They copy letter forms, <i>for example, labels and/or captions for pictures or for displays.</i> 	<ul style="list-style-type: none"> • Aware of the difference between drawing and writing. • Produces a few letters, indicating those from their own name, as a caption under a picture. • Can copy own name from the model. • Makes an attempt to write own name independently forming one or two letters correctly. • Recognises the initial letters for other words, e.g. Susan sees a caption reading "Sea" and says or signs "S.... the same as me." • Writes strings of letters-like shapes or symbols. • Pencil marks consistent strength and correct formation • Sometimes leaves spaces between strings of letters or letter-like spaces
<p>P7</p> <ul style="list-style-type: none"> • Pupils group letters and leave spaces between them as though they are writing separate words. • They are aware of the sequence of letters, symbols and words, <i>for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.</i> 	<ul style="list-style-type: none"> • Write own name independently and correctly. • Starting to develop phoneme/graphemes correspondence e.g. c, s, t • Starting to leave spaces between words or groups of letters when writing, indicating an understanding that words are made up of several letters. • Writing independently they get some initial and other dominant letters correct, e.g."Ldn " - for London. • Starting to become aware of punctuation in writing: e.g. when dictating a sentence for an adult scribe, they may pause at the end of sentences or where punctuation and may be needed. • Pupil able to "read" writing
<p>P8</p> <ul style="list-style-type: none"> • Pupils show awareness that writing can have a range of purposes, <i>for example, in relation to letters, lists or stories.</i> • They show understanding of how text is arranged on the page, <i>for example, by writing or producing letter sequences going to left to right.</i> • They write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols. 	<ul style="list-style-type: none"> • Developing understanding of written forms. • Orders words from left to right. • Consistently write own name correctly, using upper and lower case letters appropriately. • Has an awareness of alphabetical order, so they can use a picture dictionary or words displayed in the classroom to support their independent writing style • Understands word order in sentences. • Starting to show developing awareness of punctuation in writing; e.g. when dictating a sentence for an adult scribe, they may pause at the end of the sentence or where punctuation may be needed and might start to use independently in their writing on occasions. • Starting to write a few HFWs correctly [e.g. to, I, a]

English - Writing	
Descriptors	Exemplars
Low Level 1	
<ul style="list-style-type: none"> • Pupils produce letters and words or symbols to convey meaning. • Commonly used letters are correctly formed but may be inconsistent in their size and orientation. • Some formulaic phrases used for starters/ ends of text • 	<ul style="list-style-type: none"> • Writing usually with support • Ideas presented in appropriate order, eg listed in time sequence • Some evidence of full stop at end of a line, rather than end of sentence • Inconsistent use of capitals and lower case letters • Shows phonological strategies when writing words [e.g. correct use of initial and end sound] • Some key words spelt correctly • Letter size more consistent • May have a simple list of statements starting with same key words [e.g. "I can" ... "I like"] • Using common starters / end of text such as "Once upon a time.." / "One day" / "the end"
Secure Level 1	
<ul style="list-style-type: none"> • Pupils structure some phrases and simple statements using recognisable words to communicate ideas. • At least half the letters of the alphabet are correctly formed and orientated. • Simple connectives used [eg repeated noun, pronoun 	<ul style="list-style-type: none"> • Writing usually with support • Understanding of how basic punctuation is used, particularly at the end of a piece of writing and start of a new sentence • Able to spell common monosyllabic words correctly • Some ideas linked by "and" or "but" • Adult, familiar with pupil, able to read work with little mediation
High Level 1	
<ul style="list-style-type: none"> • Pupils use phrases and simple statements to convey ideas, making some choices of appropriate topic related vocabulary. • Some words are spelt conventionally. • Pupils make some use of full stops and capital letters. • Letters are clearly formed, correctly orientated and sit on the line. • Little descriptive language used 	<ul style="list-style-type: none"> • Writing usually with support • Evidence of full sentences with full stops being used more consistently • Ideas time sequenced • Ability to make recognisable attempts at spelling words not known, including use of adjacent consonants • Writing can be read without mediation • A recount may have a beginning and one event



Writing Examples - P4



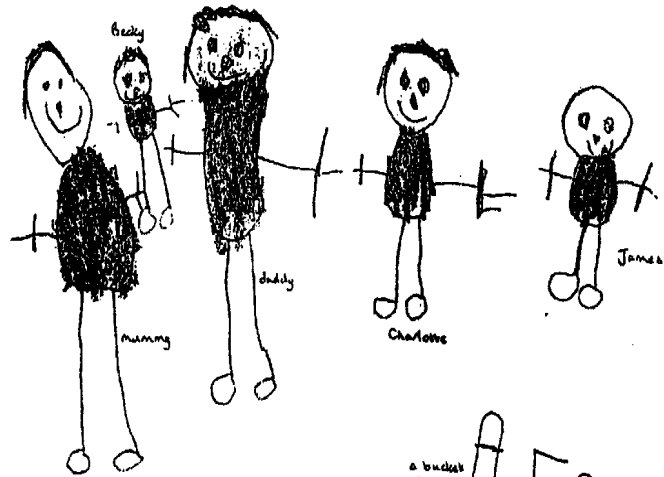
The image displays four distinct groups of handwritten marks and symbols, arranged in two rows. The top row features three groups: a series of five vertical lines of varying heights followed by a circle; a series of four connected, irregular, zig-zagging lines; and a series of four connected, wavy, horizontal lines. The bottom row features two groups, each separated by a vertical line. The left group consists of a vertical line followed by a series of three horizontal lines, a plus sign, and two circles. The right group consists of a vertical line followed by a series of three horizontal lines, a plus sign, and two circles.

- Pupil beginning to show understanding that marks and symbols convey meaning
- Produces horizontal, vertical and circular lines and/ or patterns

Writing Examples – P5

Example A	Example B
 <hr/> <p>Handwritten symbols and letters on lined paper, including vertical lines and some illegible characters.</p> <hr/> <p>The pirates took the boys and the girls.</p>	
<ul style="list-style-type: none"> • Lower P5 • Combinations of symbols and letters • Evidence of developing control over writing tool when producing repeated letter shapes and vertical lines 	<ul style="list-style-type: none"> • Secure P5 • Evidence of repeated patterns • Starting to produce letters relating to name _ Child's name is Josh • <u>Not P6</u> -not yet distinguishing between drawing and writing

Writing Examples – P6



Γ a l a l a i □ Γ a
 a f a j m r k A e s d i M r
 a bucket
 a spade

Me and my mum and Charlotte and Becky and Dad went to the beach.

Child's name is James

- Distinguishes between letters and symbols (Example A)
- Strings of letters showing growing awareness that letters convey meaning
- Some letters of correctly formed
- Evidence of being able to copy from a model (Example B)
- **Not P7** – not yet teaching spaces between groups of letters
 _ has not yet started to develop phoneme/grapheme correspondence

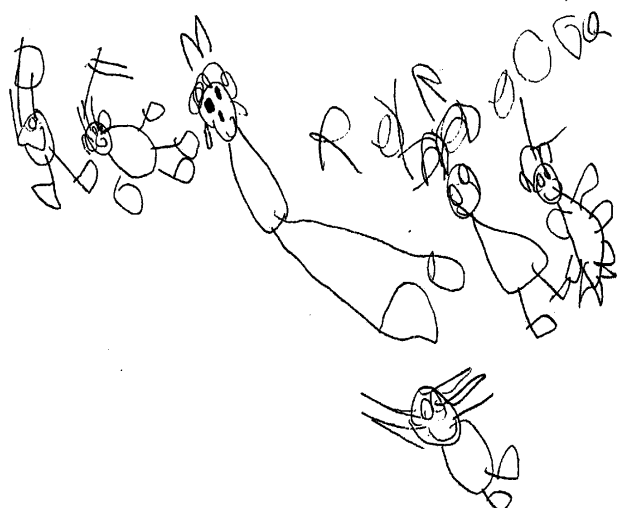
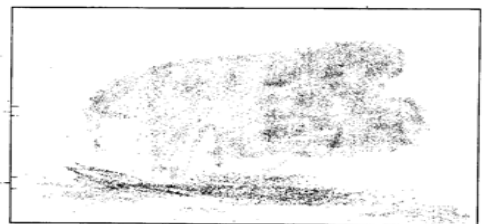
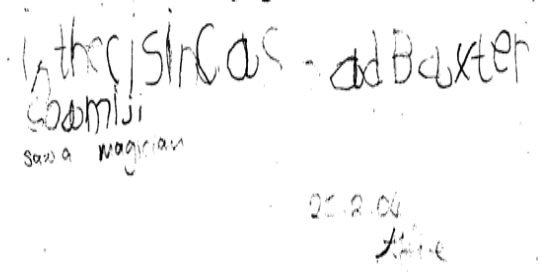
The Selfish Crocodile



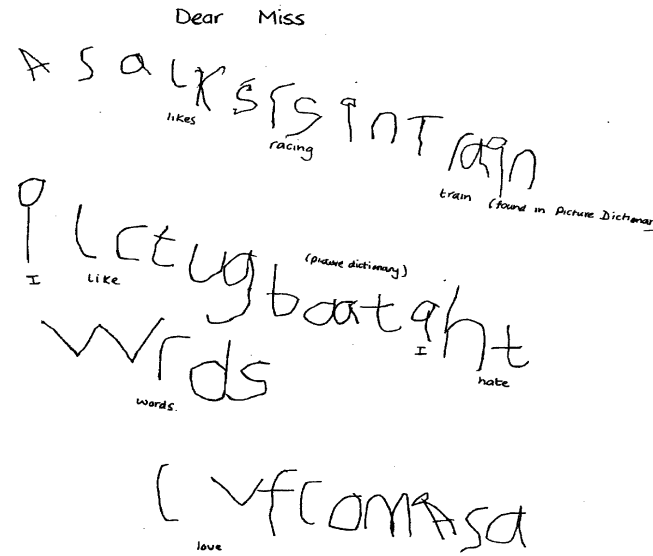
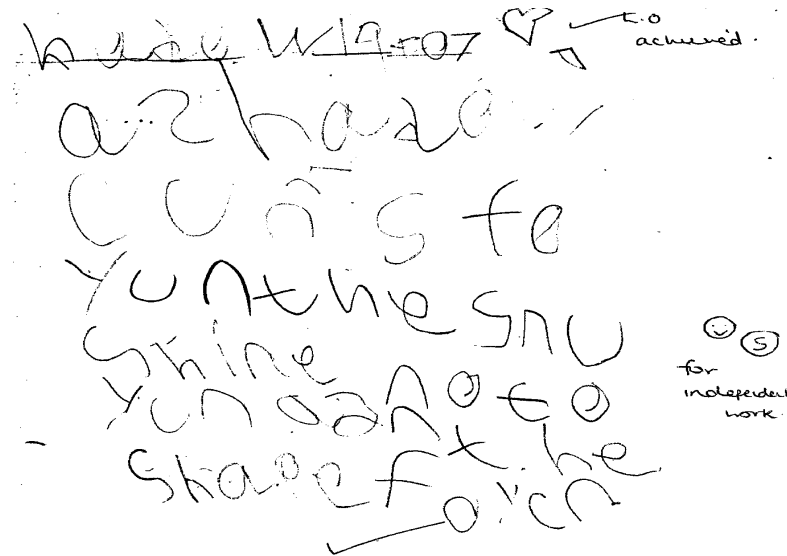
T U O S W L E S Y U L O C O P I C O
 T H E S E L F I S H C R O C O D I L E
 The selfish crocodile picked his teeth.

The selfish crocodile picked his teeth.


Writing Examples – P7

Example A	Example B	Example C
	<p>Date: <u>Tuesday 12th July 2005</u></p> <p>The Selfish Crocodile</p>  <p>_____</p> <p>THE SELFISH CROCODILE</p> <p>MC: <u>and WES</u></p> <p>_____</p> <p>The selfish crocodile and monkey went under the water</p> <p>_____</p> <p>The selfish crocodile and monkey went under the water</p>	<p>At the circus Cas and Baxter</p>  <p>Saw a magician</p>
<ul style="list-style-type: none"> • Low P7 example • Evidence of writing name independently (Rebecca) • Able to give initial sounds for family members (Mummy, Daddy, Fred and Linda) 	<ul style="list-style-type: none"> • Ordering words left to right • Letters grouped together to represent words • Evidence of some phoneme/grapheme correspondence • Not P 8 -writing too abbreviated and disjointed to be P8 _ not all words needed are represented by a letter/group of letters 	

Writing Examples – P8

Example A	Example B
 <p>Dear Miss</p> <p>A S A L K S S I N T A I N</p> <p>I L E T U G B O A T A H T</p> <p>W R D S</p> <p>L V F C O M A S A</p> <p>likes, racing, brain (found in Picture Dictionary), like, boat, hate, words, love</p>	 <p>A S A L K S S I N T A I N</p> <p>A Z H A D E</p> <p>L U N G S F E</p> <p>Y U N T H E S N U</p> <p>S H I N E</p> <p>Y U N G A N O E O</p> <p>S K A L E F T H E</p> <p>L O I C H E</p> <p>achieved, for independent work</p>
<p>Child's name is Asa</p>	
<ul style="list-style-type: none"> • Evidence of writing name in capital letter • Ideas expressed in sentence -like structure • Growing developments of the phoneme/grapheme correspondence • Showing understanding of written form -e.g. how letters are set out to (Example A) • Evidence of being able to find and use words needed (Example A - use of a picture dictionary; Example B -use of keywords found in classroom) • <u>Not NC LEVEL 1</u> <ul style="list-style-type: none"> - degree of mediation needed -writing and would need to be more descriptive and show ability to sequence more than basic information -need for improved ability to spell key words correctly 	

NC Level 1 Examples:

Low Level 1:	Secure Level 1:	High Level 1:
<p data-bbox="286 427 703 804"> SELLON IT IS A good. SELON you were de in class 20 when you get der you see sun guff. </p>	<p data-bbox="831 443 1368 1007"> Friday 2 May  I have a vit ta. and I have a bulic del. I run fvs wen Im hge Iron. uret it? iam or get. I have sje. on mi tal I have Sab on. mital. wo am I a de. </p>	<p data-bbox="1458 448 2040 783"> power Bear power Bears like someve please because it is all white but some time the ice cast them off the power bear is that the power bear were float away </p>
<ul data-bbox="203 1023 786 1246" style="list-style-type: none"> • Ideas presented in correct order • Able to write some simple key words [e.g. <i>it, is, be, in, see</i>] • Letter sizes more consistent • Able to read work with mediation • Presents a main and follow-up idea 	<ul data-bbox="842 1023 1406 1294" style="list-style-type: none"> • Pupil produces recognisable letters and words that convey meaning • Adult who knows the pupil could read work without mediation • Full stops used at the end of lines, rather than end of a sentence. • Some key and monosyllabic words spelt correctly 	<ul data-bbox="1464 1023 1957 1222" style="list-style-type: none"> • Pupil uses simple statements to convey ideas • Key words spelt correctly and attempts at polysyllabic words. • Attempts words with adjacent consonants