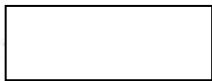


Example of writing and assessments



It was a eventful day, smoke and ash covering the once proud town. Looking over the remains of the Pie Creek town, I could never have imagined what that great volcano could have had such a overwhelming effect on our town community, fathers and sons, families and neighbours buried under the rubble

✓ good start

It all started on the 20th March, ~~Monday~~ only a few hours into the afternoon. As I stood outside my welly and looked towards the mighty volcano, the sky was blue and cloudless and the air with only a hint of steam rising above the volcano. To a tourist it would seem that it was the perfect time, that there was no danger. But to our town the steam was a ^{signal} minor danger to the town. Grey steam rising over the crater ^{with an ominous} main, it's ~~strange~~ ^{remembrance} like an evil spectre. Then came the tremor, a shuddering, shaking, collision that shook the stage like a rattle in a baby's hand.

read through your work & avoid repetition like this

In the sky the steam was getting thicker, and from the 1st - 14th April there were eruptions daily, and the side of the mountain bulged by 2.5m every day, but the lucky as the town was enticing tourists to come to Pie Creek, just as it's natural beauty had drawn me to the town in the first place. At the end of the 14th of April, most of the surrounding villages were evacuated, but only a few remained in our prosperous town, most of the evacuees, including me and my family returned on the 17th May.

The very next day the volcano erupted, just as I was on my way into work. The bulk of the disaster happened within 3 minutes, when ash started showing down from the volcano, and the next thing I knew, an almighty earthquake slipped my cow, with me inside, right over. I crawled out my twisted cow, through a slanted window of De Gruy's, our local shopping mall and suddenly all hell broke loose, with people running down the street shouting, "help help, the volcano is erupting!" It was this that galvanised me into action. I ran out the shop and into the street, continuing to the safe place that we had set up as we last, I tried to find my family in the huddle of hunched bodies, shouting for my worried children, I turned my head back, just as they appeared over the crest of the hill, and I saw the devastation that had occurred. It was a terrible day that day.

Well done [redacted] - can you write bigger so your handwriting is easier to read please. You must read through your work.

Try to start sentences with adverbs and vary the start of them.

This is a piece of work marked by the class teacher prior to the one-to-one sessions. The teacher levelled the pupil and made some suggestions for further progress to be made. The grid on next page gives a more detailed account of the level achieved at this time.

Marking guidelines – Year 9 task – Eyewitness account

National Strategy
for school improvement



Pupil name

Form

Date

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Secondary National
English at Key Stage

Secondary National Strategy | Assessing pupils' progress in
English at Key Stage 3

	AF5 – vary sentences for clarity, purpose and effect.	AF6 – write with technical punctuation accuracy of syntax and punctuation...	AF3 – organise and present whole texts effectively...	AF4 – construct paragraphs and use cohesion within and between paragraphs.	AF7 – write imaginative, interesting and thoughtful texts.	AF2 – produce texts which are appropriate to task, reader and purpose.	AF7 – select appropriate and effective vocabulary.	AF8 – use correct spelling.
L6	<ul style="list-style-type: none"> controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect confident use of a range of sentence features to clarify or emphasise meaning, e.g. <i>leapted adverbs</i> 'reluctantly, he...'; 'Five days later, it...'; complex prepositional phrases 	<ul style="list-style-type: none"> synx and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in unusual structures, e.g. apostrophes; some use of semi-colons; not always accurate 	<ul style="list-style-type: none"> material is clearly controlled and sequenced, taking account of the reader's likely reaction, e.g. paragraphs of differing lengths, reference to fact files, personalisation a range of features identify signal overall direction of the text for the reader, e.g. opening paragraphs that introduce content, linking paragraphs together 	<ul style="list-style-type: none"> paragraphs clearly support meaning and purpose, e.g. paragraph topic signalled and then developed, without loss of information within paragraphs, cohesive devices contribute to emphasis and effect, e.g. with parallelism 	<ul style="list-style-type: none"> imaginative treatment of materials, e.g. creation of a descriptive eyewitness account, adapting them when needed to suit Year 7 audience, not always successfully, e.g. deliberate use of personal responses, clear emphasis on description rather than sequence of events across a range of writing, confident, individual voice established and mostly sustained throughout, e.g. authoritative expert view, relevant response to material 	<ul style="list-style-type: none"> main purpose of writing established, clear and consistently maintained features of writing an eyewitness account clearly adapted to writing to describe appropriate style clearly established to match Year 7 audience's interest throughout 	<ul style="list-style-type: none"> vocabulary chosen generally appropriate to purpose of describing to Year 7 pupils range of vocabulary generally varied and often ambitious, even though choices not always apt 	<ul style="list-style-type: none"> generally correct spelling throughout occasional errors in ambitious or complex words
L5	<ul style="list-style-type: none"> a variety of sentence lengths, structures and subjects provides clarity and emphasis wider range of connectives used to clarify relationship between ideas, e.g. <i>gradually, next,</i> some features of sentence structure used to build up detail or convey shades of meaning, e.g. variation in <i>verb phrases</i> 	<ul style="list-style-type: none"> full range of punctuation used accurately, including speech punctuation, where appropriate synx and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted 	<ul style="list-style-type: none"> material is structured clearly with appropriate paragraphs development of material is effectively managed across text, e.g. clear refers back to opening overall direction of the text supported by clear links between paragraphs 	<ul style="list-style-type: none"> paragraphs clearly support meaning and purpose, e.g. logical links between paragraphs within paragraphs, cohesive devices, e.g. secure use of pronouns, support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i> links between paragraphs are generally maintained across whole text 	<ul style="list-style-type: none"> relevant ideas and material are clearly and imaginatively detailed development of ideas and material appropriately supported throughout account in a school text clear viewpoint established, generally consistent, e.g. some, uneven, development of individual voice or characterisation in role 	<ul style="list-style-type: none"> main purpose of writing established, clear and consistently maintained features of writing an eyewitness account clearly adapted to writing to describe appropriate style clearly established to match Year 7 audience's interest throughout 	<ul style="list-style-type: none"> vocabulary chosen for effect of creating imagery reasonably wide vocabulary used, though not always appropriately 	<ul style="list-style-type: none"> correct spelling of: <ul style="list-style-type: none"> common grammatical function words consistently almost all inflected words most derivational suffixes, e.g. -ion, -ise, -able, -ible most prefixes, e.g. <i>disappear, uncertain, excruciate</i> occasional errors: <ul style="list-style-type: none"> occasional phonetically plausible spelling in context, e.g. <i>board, acoust, hungry, crying</i> double consonants in <i>uncertain, angular, uncertain</i>
L4	<ul style="list-style-type: none"> some attempt to vary length, structure and subject of sentences use of some subordinating connectives, e.g. <i>if, when, because</i> some variation, generally accurate, in tense and verb forms 	<ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks, if used, generally accurate, with some other punctuation within the marks commas used in lists and occasionally to mark clauses, although not always accurately 	<ul style="list-style-type: none"> ideas are organised by clarifying related points ideas are organised simply with a fitting opening and closing, possibly framed ideas or material generally in logical sequence but overall direction of text not clearly signalled 	<ul style="list-style-type: none"> paragraphs clearly support meaning and purpose, e.g. main idea usually supported or elaborated by following sentences within paragraphs, cohesive devices, e.g. over-use of pronouns some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>later, next</i> 	<ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, e.g. characters developed by an extended opening noun phrases straightforward language generally established, e.g. <i>maintaining a consistent stance</i> 	<ul style="list-style-type: none"> main purpose of writing established, clear and consistently maintained main features of writing an eyewitness account clearly adapted to writing to describe appropriate style generally appropriate to task, though awareness of Year 7 audience not always sustained 	<ul style="list-style-type: none"> some evidence of choice of vocabulary choices to describe some expansion of general vocabulary to match topic of revision 	<ul style="list-style-type: none"> correct spelling of: <ul style="list-style-type: none"> most common grammatical function words, e.g. <i>you,</i> most adverbs with -ly formation likely errors: <ul style="list-style-type: none"> homophones of common grammatical function words, e.g. <i>they/their/there, different</i> occasional phonetically plausible spelling in context words, e.g. <i>board, acoust, hungry, crying</i> occasional inflected words, e.g. <i>acc, -ed, -es, -ed, -er, -ed, -er, -ed, -ing</i>
B4								
IE								

Overall assessment (tick one box only)

Secure 5

Low 5

Secure 4

Low 4

Below 4

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