



THE LITERACY COMPANY

Exemplification materials to support assessment

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Year 4

C = Composition	GP = Grammar and Punctuation	T = Transcription
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www.theliteracycompany.co.uk

linda@theliteracycompany.co.uk

cath@theliteracycompany.co.uk

allison@theliteracycompany.co.uk

Produced alongside practitioners to support teachers with the assessment of writing.

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Acresfield Primary School, Chester
Castle View Primary School, Runcorn
St. Clare's Catholic Primary School, Chester
St. Werburgh's and St Columba's Catholic Primary School, Chester
Upton Heath C of E Primary School, Chester

Working on Y4 national standard

This collection demonstrates evidence that the pupil is able to **work on Y4 national standards** across a range of tasks. Y4 national standards are not fully met yet. All writing is completely independent and some edits have been made at the point of writing to make corrections, revisions and additions.

Composition:

The pupil uses a varied and rich vocabulary (*lush, simmered, edged, squiggled, hustling, bustling, dreaded, towering, intended*) and an increasing range of sentence structures. There is evidence of creating settings, character and plot in narrative. The pupil is able to develop characters which evoke a response ("*Lucy!*" *shouted mum, slamming her hand on a tin.*) Settings are developed and give a sense of time, place and mood (*When the clock struck twelve, Lucy heard noises they were barging, raging, charging noises*). Figurative language and adjectives are used (*Gentle breeze brushing through the lush leaves in the towering trees*).

The pupil demonstrates awareness of purpose through selection of relevant content, an ability to sequence ideas and group related ideas in paragraphs. Paragraphs are well connected using fronted adverbials (*Some days ago, when the clock struck 12, inside*) Appropriate choice of nouns and pronouns aids cohesion. **This evidences security in all areas of composition at Y4 national standard.**

Grammar and Punctuation:

The pupils uses a variety of sentences extended with a growing range of conjunctions (*after, as, wherever, while, that, but, and*) (Y3). Writing demonstrates appropriate use of expanded noun phrases and preposition phrases (*magical, scruffy diagrams squiggled on the wall, in a family home around 12pm, flowers spread across the garden gave everything colour*).

Basic sentence punctuation is mostly accurate (full stops, question marks, exclamation marks and capital letters). At times, capital letters are missing (upton chester). They must be accurate to ensure Y3 national standards are met. Further editing opportunities would support this. There is a little evidence of apostrophes for possession (family's daughter) and the pupil often adds apostrophes for plurals (*tree's*). Some accurate use of inverted commas for direct speech including capital letters, new line for a speaker and end punctuation within inverted commas but the pupil needs to add a comma after reporting clause. The pupil needs to improve punctuation to ensure Y4 standards are met.

Transcription:

Handwriting is joined consistently and fluently throughout independent writing using diagonal and horizontal strokes

The spelling of many words is correct but there are some areas where the pupil needs to revisit Y2 spelling: phase 5 (*brease, invaided, truged, dreding*) and rules for adding suffixes ed/ing (*slaming, stareing, complaind*). Developing the pupil's range of suffixes would support their work towards national standard at Y4.

Working on Y4 national standard

There are three completed pieces of work within this exemplification

Piece 1- Newspaper article

The Day the Wolves Invaded

After covering newspapers as a previous unit, the pupils independently wrote another article based on the book *The Wolves in the Walls*. The article was planned the previous day. Characters had been looked at in detail before reaching this part of the story.

Piece 2- Description

Write a description to create a mood

The character of Lucy from *The Wolves in the Walls* was discussed focussing on how she may have felt outside her house compared to inside her house. Word banks were created for inside and outside the house before writing a description that would portray Lucy's contrasting feelings.

Piece 3- Narrative

Lucy walked around the house...

After reading *The Wolves in the Walls*, the pupils planned their own sequel to the story where there is a different animal in the walls of the house. They thought about the animal, what they would do and how the family would react before writing the story.

Piece 1

Mostly accurate use of possessive apostrophes for singular nouns

GP

Mostly accurate use of commas after fronted adverbials

GP

Use simple organisational devices including headings and subheadings to aid presentation

C

The day the Wolves envaded

Not very long ago, the wolve's came out of the walls came out of the walls in a family home in upton chester at around 12pm.

The incident happened after the family's daghter, Lucy, complained about hearing noises, but her family thought it was just mice and rats and bats. Lucy thought it was wolves though.

Some days ago the familys daghter heard the noises getting louder and Mr Jones had intended to call pest control but never did. Lucys family stil would not listen.

You might beleve it or not the wolves came out of the walls in the familys house and the family had to get out into the garden and camp there for the whole night.

"I told my family it was wolves but they never listen" "They also did not listen to me when I heard the noise."

Those are ^quats that Lucy said after the wolves came out of the walls.

Now the family is camping away from the invaided house hopefully ceeping safe but knowone knows what might happen next ...!

Noun phrases expanded by preposition phrases

GP

Fronted adverbials to vary sentence structure

GP

Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition

C

Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

GP

Use past and present tense appropriately and consistently throughout writing (Y3)

GP

Spelling errors in basic words (leavs, brease, dreding) Spelling not at national standard.

T

Piece 2

Some evidence of commas after fronted adverbials
GP

A description to create a mood

Outside, was a gentle breeze brushing through the lush leaves in the towering trees. The bright ray of sunlight shimmered over the slightly wet grass and plants. The flowers that were spread across the garden gave everything colour. It was definitely the best sight I have ever seen. It was like wonderland.

Develop settings using adjectives and figurative language to evoke time, place and mood
C

A description to create a contrasting mood

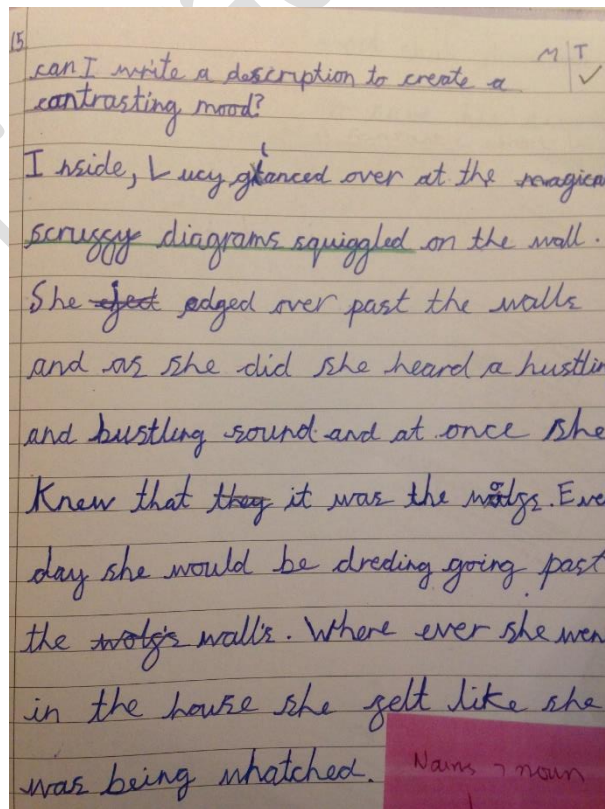
Inside, Lucy glanced over at the magical scruffy diagrams squiggled on the wall. She edged over past the walls and as she did she heard a hustling and bustling sound and at once she knew that they it was the wolves. Everyday she would be dreading going past the wolf's walls. Where ever she went in the house she felt like she was being watched.

Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Use fronted adverbials to introduce or connect paragraphs
C

Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect)
GP

Varied and rich vocabulary:
lush
shimmered
edged
squiggled
hustling
bustling
dreaded
C



Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency
T

Piece 3

Develop settings using adjectives and figurative language to evoke time, place and mood
C

Use of inverted commas and other punctuation to indicate direct speech
GP

Use fronted adverbials to introduce or connect paragraphs
C

Mostly accurate use of commas after fronted adverbials
GP

Lucy walked around the house and as she did she looked at the ^{^now} fading pictures of wolves. It was quiet in the house, her mother was putting home made cup cakes into small round tins, her farther was practising his base gitar and he brother was about 1 ~~leav~~ level away from beating the high score on his X box 360. Lucy heard noises it was coming from inside ^{^the walls}. Are Where they back.

The noises were charging, rarging and barging. They were rustling, bustling, hustling noises and Lucy knew what creachers made noise like that in the walls of big old houses like theres.

Lucy played with her wolf doll and then truged into the kitchen. "There are woves rhinos in the walls" said Lucy "I can hear them"

"NO" said lucy's mum "I is probably mice then", and carried on putting home made cup cakes into small round tins.

"Anyway said her mum "you know what they say: if the rhinos come out of the walls it is the end".

"who said?" replied Lucy

"Lucy!" shouted mum, slamming her hand on a tin.

Quikly and quietly Lucy eged out of the kitchen while her mum was finishing putting the now full tins away in the cuberd. She felt like something was staring at her she did not feel safe!

Lucy walked over to her father and as usual usual he was playing his base gitar.

"There are Rhino's in the walls" said Lucy

"I can hear them."

Her father stoped playing his gitar and smiled until he started to lugh lugh lugh but then he saw Lucy being sirius.

"NO" said snapped the father. It is probably those pesky Rat's and then he went back to playing his base gitar. He did not notis that Lucy crept away to bed. That very night (...) cuddaling her wolve wolf Doll all night.

Then all of a sudden the hese house fell silent...!

When the clock struck twelve, Lucy heard noises they were barging, raging, charging noises and then the Rhinos smashed out of the walls! "Argh!" shouted the family "the Rhinos have come out of the walls. It is the end."

The father picked up Lucy and his very best basse gitar and the family ran out of the house into the back garden. "At least we are safe hear." Said Lucy's mother and evenshuly they all drifted off to sleep ecept for lucy she had left her wolve Doll inside.

Walking towards the house, lucys heart was pounding like a Drum. Her hand was shaking like she were cold and as she eged towards the back door and reached out. The door opened...

As Lucy entered the house she walked up the stairs and as she finally reached the top she saw a giant monstrus shadow of a horned beast. and t-Then she realised it was the king of the Rhinos and started heading to hear bedroom.

Use paragraphs to organise and sequence more extended narrative structures
C

Use details to build character descriptions and evoke a response
C

Use the progressive form of verbs: She is drumming (Y3)
GP

Target area – possessive apostrophes
GP

Make appropriate additions, revisions and corrections when proof-reading and editing
C

Use past and present tense appropriately and consistently throughout writing (Y3)
GP

Evaluate writing considering effectiveness of word choice
C

Working at Y4 national standard **spring term**

The second part of this collection (spring term) demonstrates evidence that the pupil is **working at Y4 national standards** across a range of tasks. All writing is independent.

Composition:

The pupil uses a varied and rich vocabulary (*blared, occasional, drizzle, narrowed, prepared, pounded, trembling*) and a range of effective sentence structures (*Reaching out to push the button, he looked away and closed his eyes. It worked once again*). There is evidence of creating settings, character and plot in narrative. The pupil is able to develop characters which evoke a response (*His hand headed towards the button. Then he stopped. Was it safe?*) Settings are developed and give a sense of time, place and mood through use of adjectives and figurative language (*reaching out a long, trembling finger; complete silence spread across the ocean*). Relevant edits have been made to word choices, grammar and punctuation throughout each piece in this exemplification.

The pupil demonstrates awareness of an ability to sequence ideas and group related ideas in paragraphs. Paragraphs are well connected using fronted adverbials (*It was just before midnight*). Appropriate choice of nouns and pronouns aids cohesion. **This evidences security in all areas of composition at Y4 national standard.**

Grammar and Punctuation:

Writing demonstrates appropriate use of expanded noun phrases and prepositional phrases and sentence structure is varied through use of fronted adverbials.

Basic sentence punctuation is mostly accurate (full stops, question marks, exclamation marks and capital letters). Capital letters are used accurately for proper nouns (*Southampton, Britain, Russian*). The pupil uses commas after fronted adverbials.

The writing exemplification considered demonstrates the use of one possessive apostrophe for plural nouns (Vikings' chief). The pupil's teacher has evidenced some further use of possessive apostrophes during spelling activities.

This evidences security in composition (applying vocabulary, grammar and punctuation) at Y4 national standard.

Transcription:

Handwriting is joined consistently and fluently throughout independent writing using diagonal and horizontal strokes.

Spelling is mostly accurate with some accurate spelling of words from the Y3/4 list and spelling patterns and rules. There are some errors in some ambitious vocabulary choices.

This evidences security in transcription at Y4 national standard.

This collection demonstrates sufficient evidence that the pupil is able to produce writing that meets all the statements for 'working at expected standard' for year 4.

Working at Y4 national standard

There are three completed pieces of work within this exemplification and a further extract which demonstrates the pupil's use of a possessive apostrophe.

Piece 1- Narrative

The pupil wrote a narrative based on the short film Dangle with a focus on showing the reader how the character felt rather than telling them. They were asked to create an initial setting, place their character in the setting and then come across something unusual. The pupil was expected to show how the character reacted to finding an unusual object and what it did. There is an image of the pupil's planning which shows the pupil's chosen setting and object. The piece is two pages long.

Piece 2- Diary

The diary was written in role as Tim Peake at two different points in his journey to space. The first point was the day before he was due to leave for the ISS and the second point was the day he had completed his spacewalk. The pupil was expected to clearly show how Tim felt at each point. An image of the planning is presented which clearly shows the feelings identified and the vocabulary that the pupil has selected to engage and interest the reader.

Piece 3- Newspaper report




The newspaper article was about the sinking of the Titanic. The class had explored the event as part of their topic and how it had been named the 'unsinkable' ship. The task that the pupil was asked to complete was to write in a journalistic style for a broadsheet paper to report the events that took place. Overleaf, a detailed plan is presented.

Piece 4- An extract from a Viking story

This extract shows the pupil applying a possessive apostrophe in a piece of writing.

Piece 1

Can I plan my setting, object and what it does?

My Setting	
My Object	
What my object does	

At the center of Amazon Rainforest (hot) and raining (light rain).

A big red button attached to an ordinary tree.

The button bumps everything except him and the button black and white. Like ~~an~~ ^{an} old TV. The last time he pushes the button the white as bright as the sun and the black is as dark as space. but then it got stuck.

Plan using features of the given form (setting/object/purpose)

Plan writing selecting vocabulary and phrases to engage and interest the reader

'light rain', 'a big red button attached to an ordinary tree'

C

Enhance the effectiveness of writing through a varied and rich vocabulary (*blared, occasional, drizzle, narrowed, prepared, pounded, trembling*)

Develop settings using adjectives and figurative language to evoke time, place and mood

C

Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

GP

The sun blared through the gaps in the trees. There was the occasional squawk of the parrots and light drizzle of rain. Every step he took, he heard the crunch of his feet mashing up all the leaves. As he ducked under a twisted green and oak coulered brown vine, he saw it. When he was around 2-3 metres away he saw a masive red button with what looked like a small picture on it. His mouth went from straight to happy and his eyes narrowed.

He stared at every tree, vine or bush for a few seconds. He checked behind him. There was knowone there. His finger breushed along the picture on it was an old TV. What did he do? He wanted to know. He then looked around again. And His hand headed towards the button. Then he stopped. Was it safe? He thought about it for a while. Then reached out agen again and closed his eyes and touched the button. Then got himself prepared and (^reached out a trembling finger) pushed down the button.

Standard English for verb inflections instead of local forms e.g. *he saw (not seen)*

GP

Use paragraphs to organise and sequence more extended narratives

C

Using details to build character descriptions and evoke a response.

The use of short sentences, repetition of -ed verbs and the character's questioning evokes a sense of anticipation/nervousness in the reader.

C

Mostly accurate spelling of some words from the Y3/4 rules and patterns (ou - touched)

T

Piece 2

Fronted adverbials to vary sentence structure
Mostly accurate use of commas after fronted adverbials
GP

Accurate spelling of some words from the Y3/4 list (Straight, different)
T

Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
GP

Slowly, he looked around, everything was different. He pushed the button once again and everything was normal as before. He stepped away from the button and turned around. Everything was normal. His heart pounded as he reached out to ~~the~~ push down the [^]masive red button. He pushed the button. He hoped it would happen again. It did. Everything went black and white. Then he realised he was in control. He could turn everything black and white. Then he pressed the button once again and everything went normal. He was in control.

Reaching out to push the button, he looked away and closed his eyes. It worked once again. He pushed it again to turn it off. Still it worked. [^]Once again he reached out a long trembling finger and pushed it down the big red button. He just wanted to turn off the button so he pushed it down and then. Nothing happened ~~he was heartbroken~~ [^]his eye brows drooped. He stepped backwards.

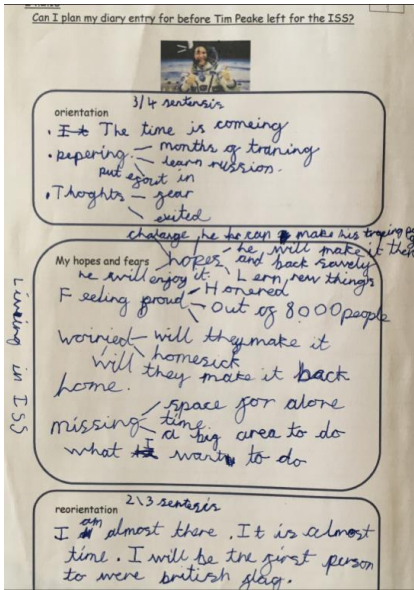
Everything had ~~was~~ [^]turned black, was even more black than before and everything that was white turned so bright that it could blind anything. As he squinted he headed towards the button and presed ~~it~~ about 10 times. ~~It~~ still did not work but on the 11th time the button came ~~loose~~ loose and fell off the tree. He walked away and [^]with his back bent over and his eyes closed he edged away – slowly. He was very disappointed ~~with~~ with himself.

Enhance the effectiveness of writing through varied grammar and sentence structures
C

Evaluate writing according to purpose considering word choice, grammar and punctuation.
Make appropriate additions, revisions and corrections when proof-reading and editing
C

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
C

Piece 2 continued



Plan using features of the given form (Diary)
 Plan writing selecting vocabulary and phrases to engage and interest the reader
 C

Spellings mostly accurate with only a few errors in more ambitious vocabulary choices e.g. excitement, astronaut
 T

Standard English for verb inflections instead of local forms
 I was, I will also see
 GP

Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
 GP

Mostly accurate spelling of some words from the Y3/4 list (Earth, believe,)
 T

Fronted adverbials to vary sentence structure
 Mostly accurate use of commas after fronted adverbials
 GP

Use paragraphs to organise information and ideas around a theme
 C

Mostly accurate use of suffixes -ation and -ly where the last l has to be doubled
 T

Wow! The time is ~~coming~~ almost here. Tomorrow is the day! I have been ~~prepared~~ preparing for months, I also had to put a lot of effort into learning Russian. **At this second,** I feel fear and excitement, because anything could happen.

Am I honoured? Or am I proud of ~~himself~~ myself? I think I am both. When I was a child I always dreamed of going to space. I can't **believe** that out of 8000 people that ~~step~~ stepped forwards to do this challenge, I was the one who ~~get~~ was chosen to represent Britain. I will be the very first person to wear the **British flag, on the ISS.**

I will feel frightened without the comfort from my family. When I am at ISS I will get some very perfect views of **Earth** and the moon. It will be hard for me because I have a family down here on Earth and I have to leave them behind. I may even become homesick. I really do hope that the take off will be fine because if it is not, many people could die, including me and my family! I am just as worried about coming back down to earth from the ISS. If on the way back something goes wrong then even more people could die. There are many things that could go wrong, like if I knock something it could make a hole and space could get inside the station! **The rocket could even knock into the space station** and knock it off course! What if we run out of fuel and we would fall back down to earth. This could cause the mission to fail!!!

Even though I have all these ~~worries~~ worries it will not stop my excitement from bursting out. While I am on the ISS for 6 months I will be trying to create new cures. I will also see some beautiful ~~vue's~~ views of earth and possibly the moon. I may even go to the moon! I will **hopefully** get to see Mars. The only thing I think now is that the ISS is waiting for me. I have only got tonight because tomorrow is the start of my journey. I can not ~~wate~~ wait to hear the rockets engines roaring into **action.** I may make history. I am the first astronaut to wear the British flag. My waiting is over. It is almost time. I will soon be in space!

Piece 3

Use simple organisational devices, including headings and subheadings to aid presentation

C

The Titanic destroyed by an iceberg

After a memorable set sail from Southhampton, the Titanic was ready to set sail on her maiden voyage. It was the biggest ship of its time, even the vice captain said it was "unsinkable". Inside the ship, all the passengers were enjoying the ride, looking forward to arriving at New York. All the passengers were excited. Still the captain did not stop even though there was a warning of ice. He wanted to impress the passengers by going very fast so did not listen to the warning of ice. Everyone was impressed because they could see the statue of liberty!

It was just before midnight, when disaster struck. Up at the top of the ship. In the crow's nest, the lookout spotted a shadowy object ahead. Then, they realised it was an ice burg, so he ^ the captain, Edward Smith, had 2 orders and 1 was to turn a hand starboard and then to try and stop the ship from hitting the iceberg. But they only had 'limited time' – and they did not have enough so they struck the iceberg on the starboard side! Despite their efforts, the iceberg ripped a hole on the right side.

Starting ^ As the ship started to sink, the first 5 compartments slowly filled with water. Then the captain realised the ship's fate, so he ordered the lifeboats. Another part to that was that all the women, children and upper classes must go first to get on the lifeboats. Then the bow started to sink and the stern started rising. This caused the ship to be over weighted, which meant the ship turned up on end. While the ship sunk there was too much weight on the bow and ^ she snapped in half. Finally she went down. Complete silence spread across the ocean. She was meant to be unsinkable.

Accurate spelling of some words from the Y3/4 list (even though, weight)

T

Use different ways including fronted adverbials to introduce or connect paragraphs

C

Fronted adverbials to vary sentence structure

Mostly accurate use of commas after fronted adverbials

GP

Use paragraphs to organise information and ideas around a theme

C

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

C

The grammatical difference between plural and possessive s

GP

Piece 3 (planning)

Plan using features of the given form (Headline and 5ws for a newspaper report)

Plan writing selecting vocabulary and phrases to engage and interest the reader

C

MT

Can I plan my newspaper article? 10.03.16

My article	
Generalisation	Headline - The Titanic destroyed by an iceberg
Orientation	what: The titanic sank where: north atlantic ocean 350 miles off the coast of canada who: 2220 people and crew when: yesterday
Main body Paragraph 1	went from the southampton to cherbory then to colch in irland. sailing across the ocean the passengers are enjoying the ride and everyone liked the entertainments
Main body Paragraph 2	At almost midnight the lookouts saw the iceberg and the captain order to turn turned a sharp starboard but they did not have enough time and hit the iceberg on the starboard side.

Main body Paragraph 3	At the depths of the ship, water flooded 15 compartments. and They also locked lots of people down there, got lifeboats, was women + children first, + 1 st class people. bow went down and split in half, then she went down to the bottom of the sea the she went. Dun Dun Der
Quote section	
Reorientation	still the survivors are on the way to ^{Halifax} A legax, the search will go on to find all the survivors, and there will be alot of investige A great start! to find anyone involve ✓

Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency

T

Piece 4

Some accurate use of apostrophes for contracted forms

GP

Can I write the introduction for my characters?
"We're sinking," squealed sharp tooth
"We need to be through some things into the sea" Then the captain ~~said~~ talked to sharp tooth and told him that "The boat always looks like that."
14-16 But sharp tooth did not agree so he ~~re~~ started going around taking all the ors and throwing them overboard. Then Heart splitter shouted "now we can't move anywhere because you threw all the ors overboard." Then sharp tooth ~~just~~ just walked off. "Get everything you can find, so then we might be able to get somewhere," yelled the vikings' cheer. "Whatever you have picked up you need use it to get to the English coast the we can regroup with the others," hissed Heart splitter.

Some accurate use of possessive apostrophes for plural nouns

GP

Use of inverted commas and the other punctuation to indicate direct speech e.g. comma after reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker

GP