

Key stage 1 English national curriculum tasks: Writing mark schemes, 2009

For optional use

Please ensure that you refer to the exemplar pieces of work in the *Teacher's handbook* (pages 29–40).

Please highlight attainment evident in work and enter marks awarded.

Name		
Longer task	Night-time	
Sentence structure	Assessment focus ■ vary sentences for clarity, purpose and effect	Enter total marks awarded for Strand A <input type="text"/>
Band A1	■ Meaningful words and phrases, some of them expressing ideas in sentence-like structures (<i>Owls come at night</i>). Some parts of the writing may be abbreviated or disjointed.	1 mark
Band A2	■ Mainly simple grammatically accurate statements, predominantly starting with impersonal topic related subject (<i>Bats, Foxes, They; The moon</i>) and present-tense verb. Sentences may be speech-like (<i>they sometimes eat birds but more mice</i>) or use repetitive structures and/or openings (<i>At night the policeman stay awake. At night the ambulance men stay awake; They are prickly. They eat insects. They are brown.</i>) ■ Mixture of simple and compound sentences with clauses joined by <i>and, then</i> , some use of <i>because</i> and <i>so</i> for simple explanations (<i>Bats are really good night-time animals because you can only see their eyes; People go to bed so they are not tired in the morning</i>); possibly repetitively. Simple noun phrases (<i>big family; rotten fruit; big eyes</i>) and some adverbial phrases (<i>upside down; at night-time</i>) contribute more information about the subject.	2–3 marks
Band A3	■ Mixture of sentence types including some complex sentences, linked by a variety of connectives such as <i>because, when, so</i> , clarify relationships between ideas (<i>A fox comes out at night-time so it can catch its prey</i>). ■ Modification of nouns (<i>deadly snakes or spiders; shiny silvery moon</i>) and adverbials (<i>silently; in their strong paws</i>) develop more precise ideas. Some variation in word order/sentence openings highlights meaning (<i>it is quite usual for hedgehogs to fall into water and sink</i>).	4 marks
Punctuation	Assessment focus ■ write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Enter total marks awarded for Strand B <input type="text"/>
Band B1	■ Some awareness shown, in writing or discussion, of how full stops are used.	1 mark
Band B2	■ Sentences sometimes demarcated by both capital letters and full stops.	2 marks
Band B3	■ Sentences usually correctly demarcated.	3 marks
Band B4	■ Sentence demarcation mostly accurate, including full stops, capital letters, exclamation marks and question marks if required. Commas in lists mostly accurate and speech marks accurate if used. Capitals used for proper nouns.	4 marks
Composition and effect	Assessment focuses ■ write imaginative, interesting and thoughtful texts ■ produce texts which are appropriate to task, reader and purpose ■ organise and present whole texts effectively, sequencing and structuring information, ideas and events	Enter total marks awarded for Strand C <input type="text"/>
Band C1	■ Some recognisable letters or groups of letters show awareness of story topic, but the writing has to be mediated by child or teacher to be understood.	1–2 marks
Band C2	■ Writing refers to night-time topic, some understandable ideas are expressed (<i>Bats are black</i>) but others are less comprehensive. Writing may be brief, simplistic (<i>The police are out at night. Firemen are out at night</i>), and/or list a series of undeveloped facts (<i>The house is quiet at night. Sometimes it snows and rains and frost and fog at night. Some people don't go to sleep at night</i>).	3–4 marks
Band C3	■ A simple information text, generally relevant to the subject matter with some attempt to group facts topically (<i>Owls come out at night. They have big eyes. They eat mice</i>); there may be a limited attempt to develop ideas (<i>Owls come out at night to look for food. They like to eat mice; Bats can hear very well because they have big ears</i>). Organisation of ideas into sections may be signalled by headings or numbering. ■ Some detail expands on basic information (<i>People work on roads at night time because there is less cars at night time; We have to go to bed to get rest</i>), although this may not always be relevant to the night-time topic (<i>the small fox lives in a very hot country</i>); some technical vocabulary may be used (<i>burrow; caves; sense; hang down</i>).	5–7 marks
Band C4	■ A range of relevant information is given with ideas developed and/or explained within topical sections (<i>A bat comes out at night and it shoots sound at its prey. When a bat shoots a sound it bounces back to it. It tells the bat its prey is close</i>); ideas generally relate directly to the night-time topic (<i>In the night moles tunnel under the ground using their large claws</i>). Organisational features generally effective, eg bullet points, line breaks, subheadings, paragraphing. ■ Evidence of a viewpoint, eg a stance is taken towards the information; writer indicates his/her opinion (<i>A fox is very clever and it can trick other animals</i>) or creates an authoritative voice (<i>Night time is a fascinating thing to know about</i>). ■ Explanatory or descriptive details included (<i>Crickets sing in the night. They move their legs to do it; Foxes creep through the night with their long bushy tail and ginger body</i>) with some words and phrases well-chosen for accuracy (<i>alert; predators; prey</i>) and precise description (<i>spiky creatures; glowing eyes; waterproof wing</i>).	8–10 marks
Total marks awarded for longer task: (Carry to the other side of page.)		<input type="text"/>

Shorter task	Character description	Title of book:
Sentence structure and punctuation	Assessment focuses <ul style="list-style-type: none"> ■ vary sentences for clarity, purpose and effect ■ write with technical accuracy of syntax and punctuation in phrases, clauses and sentences 	Enter total marks awarded for Strand D <input style="width: 100px; height: 30px;" type="text"/>
Band D1	<ul style="list-style-type: none"> ■ Meaningful words and phrases, some of them expressing ideas in sentence-like structures (<i>the behaviour of Mum was they Good</i>). Some parts of the writing may be abbreviated or disjointed. ■ Some awareness shown, in writing or discussion, of how full stops are used. 	1 mark
Band D2	<ul style="list-style-type: none"> ■ Mainly simple grammatically accurate statements, predominantly starting with third person and simple verb with either past or present tense chosen (<i>Sometimes he is happy; Dave was upset when he lost Dogger</i>); but not always sustained. Some clauses joined by <i>and</i> with <i>when</i> or <i>because</i> used for simple explanations, possibly repetitively (<i>He was sad when Bella was winning all the races; Rumpelstiltskin is greedy because he wanted the girl's baby</i>). Evidence of speech-like features (<i>What is he like to Bella a bit jealous</i>). Nouns sometimes modified by adjectives and adjective strings (<i>best teddy; Cinderella was a kind, loving, caring, sweet and nice girl</i>) and simple adverbials add detail (<i>in the end; at dinner time; sometimes</i>). ■ Sentences sometimes demarcated by capital letters and full stops. There may be some attempt to use commas in lists. 	2–3 marks
Band D3	<ul style="list-style-type: none"> ■ Mostly compound sentences with clauses joined by a variety of connectives such as <i>when, because</i> (<i>Katie Morag is very adventurous because she likes to explore the island</i>). Noun phrases (<i>good relationship; little baby brother; pointy elf-like ears</i>) and adverbials (<i>on the way to pick up Bella; more upset</i>) add precision. Some varied word order (<i>She can be a bit naughty because once she threw her teddy into the sea</i>) and/or sentence openings (<i>At dinner time; Dave becomes; His behaviour</i>) highlight meaning. ■ Full stops, capital letters and question marks mostly accurate. There may be some use of commas in lists and exclamation marks. Capitals used for proper nouns. 	4–5 marks

Composition and effect	Assessment focuses <ul style="list-style-type: none"> ■ write imaginative, interesting and thoughtful texts ■ produce texts which are appropriate to task, reader and purpose ■ organise and present whole texts effectively, sequencing and structuring information, ideas and events 	Enter total marks awarded for Strand E <input style="width: 100px; height: 30px;" type="text"/>
Band E1	<ul style="list-style-type: none"> ■ Some recognisable letters, groups of letters, words or phrases indicative of character, but the writing has to be mediated by child or teacher to be understood. 	1 mark
Band E2	<ul style="list-style-type: none"> ■ Writing relates to an identifiable character; writing may be overly brief (<i>Puss in Boots is helpful. Puss in Boots is kind to everyone</i>) and/or repetitive (<i>Mr Twit is a disgusting smelly man. Mr Twit is so smelly</i>) with simplistic and general attempts at description (<i>Puss in Boots was kind. Puss in Boots was a cat. Puss in Boots was helpful</i>) or focus on retelling the story. 	2–3 marks
Band E3	<ul style="list-style-type: none"> ■ Simple character description: may include description of appearance (<i>He has black and white fur</i>) and/or personality/behaviour (<i>Princess Primrose is rude and her behaviour is very bad</i>); some opinions may be supported by specific references to the story (<i>Mr Twit is a smelly and dirty old man because he does not wash</i>). Retelling not predominant but some long chronological sections of text may illustrate a character trait; content is generally relevant. ■ Some vocabulary choices aptly describe the chosen character's personality and/or appearance (<i>jealous; anxiously; rude; bossy; scruffy; mouldy food</i>). 	4–5 marks
Band E4	<ul style="list-style-type: none"> ■ A rounded character description with appropriate development or explanation (<i>Florence Nightingale worked very hard. She got up at four o'clock to clean the hospital. She was very brave when she cleaned the bandages and killed the rats</i>). ■ Some evidence of viewpoint: opinion consistently developed (<i>I think Goldilocks is a brave girl and very nose because she walked into a complete stranger's (to her) cottage</i>); may include elements of personal response (<i>The first time I saw the story of Mrs Twit and Mr Twit it made me feel sick</i>). ■ Some elaboration and detail included for interest and to substantiate opinion (<i>I think Princess Primrose is a spoilt girl because she always says "I want this, I want that"</i>); vocabulary choices are thoughtful and precise (<i>curious and adventurous; aggressive and fussy; whole entire world</i>). 	6–7 marks

Total marks awarded for shorter task:

Handwriting	Make this judgement based on a few lines of writing chosen to represent the child's best performance, looking across both pieces.	Enter total marks awarded for handwriting <input style="width: 30px; height: 20px;" type="text"/>
Band F1	<ul style="list-style-type: none"> ■ Writing is legible, letters are usually correctly formed and orientated. Generally, upper and lower case letters are not mixed within the word. 	1 mark
Band F2	<ul style="list-style-type: none"> ■ Letters correctly formed and orientated. ■ Writing may be a controlled printed style, with letters generally neat and regular in size, ascenders and descenders usually distinguished. Alternatively, there may be evidence of the ability to join letters, although this detracts from the overall regularity of the handwriting. 	2 marks
Band F3	<ul style="list-style-type: none"> ■ Letters correctly formed and orientated. ■ Handwriting is neat and regular in size, with ascenders and descenders usually distinguished. ■ There is evidence of fluency and the ability to join letters. 	3 marks

Spelling mark (out of 7)	Longer task: Night-time		
	Shorter task: Character description		
	Handwriting		
PrimaryTools.co.uk	Total marks for writing		Writing level