

# Key stage 1 English national curriculum tasks: Writing mark schemes, 2007

For optional use

Please ensure that you refer to the exemplar pieces of work in the *Teacher's handbook* (pages 30–41).

Please highlight attainment evident in work and enter marks awarded.

<b>Name</b>		
<b>Longer task</b>	<b>The Amazing Pebble</b>	
<b>Sentence structure</b>	Assessment focus <span style="color: yellow;">■</span> vary sentences for clarity, purpose and effect	Enter total marks awarded for Strand A <input type="text"/>
<b>Band A1</b>	<span style="color: yellow;">■</span> Meaningful words and phrases, some of them expressing ideas in sentence-like structures. Some parts of the writing may be abbreviated or disjointed.	1 mark
<b>Band A2</b>	<span style="color: yellow;">■</span> Mainly simple, grammatically accurate statements, usually past tense, predominantly starting with subject ( <i>The pebble; I</i> ) and verb. Sentences may be speech-like with repetition of pronouns and simple verbs ( <i>It had; he went</i> ). <span style="color: yellow;">■</span> Mixture of simple and compound sentences. Clauses joined by <i>and, then, so</i> and simple time adverbials <i>one day, then, next</i> establish the sequence of events ( <i>I saw a tunnel and I went through the tunnel</i> ). Some simple modification of nouns ( <i>golden coins; big flower; green frog</i> ), verbs qualified by adverbs and adverbial phrases ( <i>very; so; next; suddenly; through the wood</i> ).	2–3 marks
<b>Band A3</b>	<span style="color: yellow;">■</span> Mainly compound sentences usually consisting of past-tense statements. Connectives link clauses: <i>when, but, after</i> establish chronological sequence; <i>because, if, where, who</i> give some explanation ( <i>I was walking down a pebble path when I saw the amazing pebble; It was unusual because it had a little flower on it</i> ). Generally consistent use of pronouns. Simple present-tense structures in dialogue. <span style="color: yellow;">■</span> Some expansion of noun phrases adds detail ( <i>the tiniest pebble I've ever seen; double waxed motorbike</i> ); a variety of adverbials clarify sequence ( <i>Meanwhile; While I was walking</i> ) and location ( <i>Down at my feet; There in front of me</i> ). Some variation in sentence openings/position of clauses highlights meaning ( <i>Very quickly a vortex appeared; The morning came, the bird boy and I went fishing; Orange was the colour of the other rocks</i> ).	4 marks
<b>Punctuation</b>	Assessment focus <span style="color: yellow;">■</span> write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Enter total marks awarded for Strand B <input type="text"/>
<b>Band B1</b>	<span style="color: yellow;">■</span> Some awareness shown, in writing or discussion, of how full stops are used.	1 mark
<b>Band B2</b>	<span style="color: yellow;">■</span> Sentences sometimes demarcated by both capital letters and full stops.	2 marks
<b>Band B3</b>	<span style="color: yellow;">■</span> Sentences usually correctly demarcated.	3 marks
<b>Band B4</b>	<span style="color: yellow;">■</span> 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
<b>Composition and effect</b>	Assessment focuses <span style="color: yellow;">■</span> write imaginative, interesting and thoughtful texts <span style="color: yellow;">■</span> produce texts which are appropriate to task, reader and purpose <span style="color: yellow;">■</span> organise and present whole texts effectively, sequencing and structuring information, ideas and events	Enter total marks awarded for Strand C <input type="text"/>
<b>Band C1</b>	<span style="color: yellow;">■</span> 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
<b>Band C2</b>	<span style="color: yellow;">■</span> Writing is generally relevant to the topic and may form a simple series of occurrences, some of which are connected, a list of changes or a description of the pebble or change process.	3–4 marks
<b>Band C3</b>	<span style="color: yellow;">■</span> A simply structured story including a change caused by a pebble ( <i>I changed into a monster; It was changing colour; The tree began to shrink really fast</i> ). Broadly chronological sequence of events linked to the change with a conclusion, which may be abrupt. <span style="color: yellow;">■</span> Story events expanded by some detail ( <i>the pebble was purple and sparkly; I saw monkeys and they threw stuff at me</i> ) or dialogue ( <i>"Wow! Can you change me into something please?"</i> ); vocabulary choices are apt ( <i>disappeared; glow; unusual</i> ).	5–7 marks
<b>Band C4</b>	<span style="color: yellow;">■</span> Story consists of a sequence of events developing a change arising from an amazing pebble; conclusion is related to previous events ( <i>I didn't dare tell my parents what had happened</i> ). Time-related words or phrases structure the sequence of events, possibly supported by line breaks or paragraphing. Attempts to create interest, humour or anticipation ( <i>There's someone watching their every move</i> ). <span style="color: yellow;">■</span> Some evidence of narrator's viewpoint, eg commenting on events or characters' reactions ( <i>so I started to follow it like it was leading me somewhere; She felt like the Queen of England</i> ). <span style="color: yellow;">■</span> Characters and events conveyed through description ( <i>the blackbird caught a glimpse of silver</i> ), and/or dialogue ( <i>"It's gone forever"</i> ) and precise vocabulary choices ( <i>strolling; quest; magnifying glass</i> ).	8–10 marks
<b>Total marks awarded for longer task:</b> (Carry to the other side of page.)		<input type="text"/>

Name

Shorter task	What Am I?	Title of book:
<b>Sentence structure and punctuation</b>	<b>Assessment focuses</b> <ul style="list-style-type: none"> <li>■ vary sentences for clarity, purpose and effect</li> <li>■ write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li> </ul>	Enter total marks awarded for Strand D <input style="width: 100px; height: 30px;" type="text"/>
<b>Band D1</b>	<ul style="list-style-type: none"> <li>■ Meaningful words and phrases, some of them expressing ideas in sentence-like structures. Some parts of the writing may be abbreviated or disjointed (<i>Me a wild animal</i>).</li> <li>■ Some awareness shown, in writing or discussion, of how full stops are used.</li> </ul>	<b>1 mark</b>
<b>Band D2</b>	<ul style="list-style-type: none"> <li>■ Mainly simple, grammatically accurate present-tense sentences; openings and verbs may be repetitive (<i>I am</i>). Some clauses may be joined by <i>and</i> (<i>I have big claws and I have a big tail</i>). Some modification of nouns (<i>sharp teeth; cold country; four small legs</i>) and some simple adverbials develop basic information (<i>on my tummy; sometimes; in the park; very hairy</i>). Attempts to adapt sentences from the poster lack control or precision (<i>I am bigger than your hand [zebra]</i>).</li> <li>■ Sentences sometimes demarcated by capital letters and full stops or question marks.</li> </ul>	<b>2–3 marks</b>
<b>Band D3</b>	<ul style="list-style-type: none"> <li>■ Some variation in the structure of clues: may include some subordination (<i>If you don't look out you might get stung; When I am born my eyes are closed</i>), varied word order, verbs and/or sentence openings (<i>I usually hunt for food; The colour of this animal is black</i>). Generally consistent use of pronouns; may use modal verbs to express possibilities (<i>I might scratch or bite</i>). Noun phrases, adverbials and verb choices sometimes add more precise information (<i>wrinkled knees; two very sharp teeth at the front</i>). Controlled and precise adaptations from poster stimulus (<i>If you look you will see I am three different colours</i>).</li> <li>■ 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.</li> </ul>	<b>4–5 marks</b>

<b>Composition and effect</b>	<b>Assessment focuses</b> <ul style="list-style-type: none"> <li>■ write imaginative, interesting and thoughtful texts</li> <li>■ produce texts which are appropriate to task, reader and purpose</li> <li>■ organise and present whole texts effectively, sequencing and structuring information, ideas and events</li> </ul>	Enter total marks awarded for Strand E <input style="width: 100px; height: 30px;" type="text"/>
<b>Band E1</b>	<ul style="list-style-type: none"> <li>■ Some recognisable letters, groups of letters, words or phrases indicative of clues, but the writing has to be mediated by child or teacher to be understood.</li> </ul>	<b>1 mark</b>
<b>Band E2</b>	<ul style="list-style-type: none"> <li>■ Writing is a recognisable attempt at clues, with words and phrases that relate to a chosen object/animal (<i>with four legs; with a long tail</i>). Clues may be repetitive, brief or over-general and apply to most animals (<i>It has a face; It has two eyes</i>). The writing may take the form of a narrative or descriptive comments about a named creature, rather than clues.</li> </ul>	<b>2–3 marks</b>
<b>Band E3</b>	<ul style="list-style-type: none"> <li>■ Writing consists of a series of clues that relate to the chosen object/animal and describe one or more aspects (appearance/habits/food). Mixture of some general and some more specific clues; some attempt to order clues may be apparent.</li> <li>■ There is some variety in phrasing and some brief descriptive details are included (<i>I can bite really hard; I can be grey or white and black</i>).</li> </ul>	<b>4–5 marks</b>
<b>Band E4</b>	<ul style="list-style-type: none"> <li>■ A sequence of pertinent clues; may include some developed clues (<i>I have an orange crown around my neck; If I am frightened I roll into a ball</i>) and/or cover a range of aspects (appearance, movement, habitat, food, temperament).</li> <li>■ Evidence of viewpoint: consistently takes on role of creature or objective observer; attempts to manage reader's reaction, eg thoughtful sequencing in order to present the general before the specific; may attempt to mislead or tease (<i>I'm bigger than your hand but shorter than your legs</i>).</li> <li>■ Some elaboration and detail included for interest (<i>I have very tough teeth for chewing my food; I swim through the water like a jet</i>); vocabulary choices are specific and precise (<i>nibble; attack; edible; extinct; ice age</i>) or deliberately vague.</li> </ul>	<b>6–7 marks</b>

**Total marks awarded for shorter task:**


<b>Handwriting</b>	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: 30px;" type="text"/>
<b>Band F1</b>	<ul style="list-style-type: none"> <li>■ Writing is legible, letters are usually correctly formed and orientated. Generally, upper and lower case letters are not mixed within the word.</li> </ul>	<b>1 mark</b>
<b>Band F2</b>	<ul style="list-style-type: none"> <li>■ Letters correctly formed and orientated.</li> <li>■ 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.</li> </ul>	<b>2 marks</b>
<b>Band F3</b>	<ul style="list-style-type: none"> <li>■ Letters correctly formed and orientated.</li> <li>■ Handwriting is neat and regular in size, with ascenders and descenders usually distinguished.</li> <li>■ There is evidence of fluency and the ability to join letters.</li> </ul>	<b>3 marks</b>

	<b>Longer task: The Amazing Pebble</b>		
<b>Spelling mark (out of 7)</b>	<input style="width: 50px; height: 30px;" type="text"/>	<b>Shorter task: What Am I?</b>	
		<b>Handwriting</b>	
	<b>Total marks for writing</b>		<b>Writing level</b>