

En

YEAR
5

LEVELS
3–5

Year 5 optional tests in English
Teacher's guide

5



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Introduction

Since the introduction of optional tests for years 3, 4 and 5 in 1998, there has been much development in the teaching of English. New optional tests were introduced in 2003 in order to reflect the changes, including the now widespread use of the national literacy strategy *Framework for teaching*. Most primary schools use these tests and teachers are accustomed to their administration and marking. These new optional tests are administered and marked in the same way, providing consistency for teachers and fresh material for pupil assessment.

The same sets of assessment focuses for reading and writing are now in use for the English tasks and tests at all key stages. These provide information about the particular processes or skills a pupil needs to answer the questions. This information is provided in order to explain the structure of the mark schemes. It enables tracking of pupils' progress and may be used to look at different aspects of reading and writing for diagnostic purposes.

In writing, the style of mark schemes introduced in 2003, and the writing commentaries to inform the interpretation of those mark schemes, continue to be used. These combine to make the task of marking pupils' writing more precise and yield more useful information to those interpreting the outcomes.

These tests can be used to track progression reliably, not only between years 3, 4 and 5, but also to make links between optional tests and the statutory tests at the end of key stages 1 and 2. During the development of the tests, large numbers of pupils completed various components of the new tests, as well as the 2005 statutory tests, to establish a statistical link between the optional and statutory tests.

These tests provide a set of thematically linked reading, writing and spelling tests for each year group. Reading is assessed on at least two texts of different genres, while the assessment of writing involves two pieces of writing – a longer and a shorter piece of different text types.

The administration, organisation and appearance of the tests designed for use in year 3 is adapted from key stage 1 practice. In years 4 and 5, the style is more similar to that used at the end of year 6. Unlike the statutory tests at the end of key stage 2, however, these optional materials are not due to be replaced annually and schools will need to store or reorder materials from year to year, as has been the case previously.

This guide will provide the user with information needed to administer and mark the tests. It also presents the necessary information to convert total marks to national curriculum levels for reading and writing, and to age standardised scores for reading.

Administration of the tests

Introduction

There are three tests to administer, all linked to the theme of transformation. The reading test is to be administered first as changing the order of the test components would disadvantage pupils and detract from the sense of the writing tasks.

To help you with your planning, the pupils' working times are given below. You will need to add the time for preparation and for distributing and collecting the tests.

Reading

15 minutes' reading time and 45 minutes to respond

Writing

Longer task: 40 minutes

Shorter task: 25 minutes

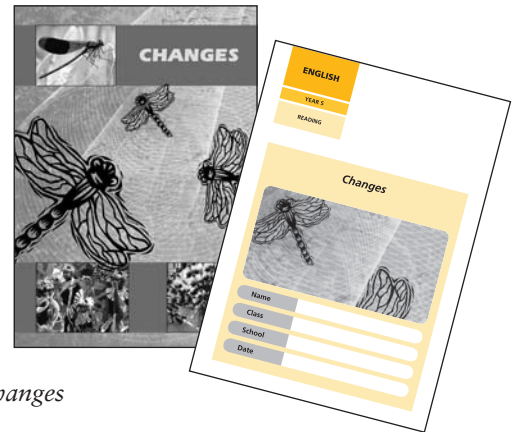
Spelling

10–15 minutes, approximately

Resources

Pupils will need their usual writing equipment and copies of the booklets they are to work in. In the case of the reading test, this includes the reading booklet *Changes* and the accompanying Reading Answer Booklet. For writing and spelling, you can use either the photocopiable sheets at the back of this guide or the printed prompts and answer booklets, available from the QCA Orderline on 08700 606015.

Reading test



Timing

The test session consists of the following stages:

- 15 minutes for the pupils to read through the booklet *Changes*
- 5 minutes for the teacher to give test instructions
- 45 minutes for the pupils to complete the Reading Answer Booklet.

Administration of the reading test

- Each pupil taking the test should be given a copy of the reading booklet *Changes*
- After handing out all the reading booklets, explain to the pupils:
 - they have 15 minutes to read the booklet. If they have time available, they should re-read the booklet
 - afterwards they will have 45 minutes to answer questions about what they have read
 - they will be able to refer back to the reading booklet as often as they wish during the test.
- Allow the pupils 15 minutes to read the booklet. If any of the pupils finish reading before the 15 minutes have elapsed, encourage them to re-read the booklet, in particular the poem on pages 6 and 7
- Ask the pupils to open the first page of the Reading Answer Booklet and to listen to you read aloud the instructions on page 3 of the test
- Depending on the pupils' familiarity with tests of this type, you may wish to add further explanation about the different question formats used and indicate the usefulness of the mark allocation (at the side of the page) in judging how much time and effort is to be invested in each question
- In your own words, describe the work entailed in the booklet, ensuring that the following points are covered:
 - most of the tasks in the booklet consist of writing out answers to questions
 - pupils should work through the Reading Answer Booklet answering as many questions as they can until they reach the end
 - if they find a question too hard, rather than spending too long on it, they should go on to the next one and come back to it later if they have time

- they can look at the booklet *Changes* as often as they wish when they are answering the questions
 - they should not be worried about the spelling of difficult words, punctuation or grammar, as these are not marked
 - if they have problems, they may ask for help
 - they have **45 minutes** to complete this part of the test.
- You may use your discretion in reminding the pupils of any of these points, as appropriate, during the test session
 - As the session continues, remind the pupils of the time as necessary. Pupils finishing early should be encouraged to look over their work
 - When **45 minutes** have elapsed, please ask the pupils to finish the question they are answering. No extra time should be allowed except in the special circumstances outlined on pages 12–13.

Writing test

There are two tasks to complete for the writing assessment – a longer and a shorter activity. The two tasks can be administered on the same day, with a break between the two sessions. Pupils should have completed the reading test before the writing tasks.

Pupil materials for this test are available as separate writing booklets and also as photocopyable pages at the end of this guide. These include:

- prompt sheets for both tasks
- planning sheet for the longer task
- formatted pages for pupils' responses.

You are not obliged to use these prompts in this form and may enlarge or remodel the planning sheet as desired. However, any substantial change to the prompts themselves, or providing more help than intended on the planning sheet, would invalidate your pupils' results.

Timing

One hour and five minutes is available, in all, for the writing assessment: 40 minutes for the longer task and 25 minutes for the shorter task. These timings represent the maximum. If you find that your pupils do not require the full time available to them, then you may wish to stop either session early.

- **15 minutes** approximately for introduction and instructions
- **40 minutes** longer task (incorporating both planning and writing)
break
- **25 minutes** shorter task (incorporating both planning and writing).

For the longer task, pupils can have a maximum of 10 minutes to plan. Pupils can start their writing during that time. If any pupils are still planning after 10 minutes, you should encourage them to move on to their writing.

For the shorter task, a maximum of five minutes should be spent thinking and planning. If any pupils are still planning after five minutes, you should encourage them to move on to their writing.

Before starting either of the two writing tasks, remind pupils of the booklet *Changes*, as it provides a context for the tasks.

The longer writing task – *Improve our playground*

- Give all pupils a copy of the longer task prompt and planning sheet and either an answer booklet or paper on which to write. Ask pupils to fill in the details on the cover.
- Introduce the writing test to the pupils in your own words, making sure you cover the following points:
 - there are two pieces of writing to do: one now, one at a later time
 - you will read through the instructions to the task they are going to do first
 - the pupils will have **40 minutes** to plan and write for this task.
- Introduce the longer task by reading through the writing prompt in full and drawing pupils' attention to the planning sheet that accompanies it (reproduced at the end of this guide).
- While your discussion with the pupils must not explore their ideas for the task given or help to structure the contents of their written test work, tell them that they can use their imagination and make up any details.
- Remind the pupils that brief notes, even one or two words for the main ideas, are sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Explain that no more than **10 minutes** should be spent on planning. When individual pupils feel that they have completed their plan, they should move on to writing.
- After 10 minutes, remind the pupils that they should now have started on their writing.
- During the test, you should remind the pupils of the time, eg halfway through the test. Pupils who finish early should be encouraged to check their work.
- After **40 minutes**, ask the pupils to stop writing.



The shorter writing task – *The changing park*

Distribute the shorter task prompt and the pupils' writing booklet or paper.

- Read through the prompt for the shorter writing task.

Explain that although illustrations of a park are provided, pupils can write about any local open space with which they are familiar (such as the local beach or meadow).

- While your discussion with the pupils must not explore their ideas for the task given or help to structure the contents of their written test work, tell them that they can use their imagination and make up any details.
- There is no separate sheet for planning. Remind pupils of the time available – they should spend no more than 5 minutes thinking about the task and deciding what they will write about. When they have done this, they should move on to writing.
- After **25 minutes**, ask the pupils to stop writing.



Spelling test

A copy of the information text *Steelpan Music* complete with the words to be spelled is reproduced on page 11. Pupil materials for this test are available as separate booklets and as a photocopiable sheet at the end of this guide.

- The spelling test is not strictly timed; 10-15 minutes is suggested as a guide. Ask pupils to write their name, the class, the name of the school and the date in the appropriate boxes on the cover.
- Using the teacher's version of the test available in this *Teacher's guide*, you should first read the complete passage aloud, including the words in the gaps, as the pupils follow in their booklets. Pupils do not write anything at this point.
- You must then read the complete passage aloud again, pausing at each space to allow pupils to write in the missing word.
- Pupils should attempt all the words, making their writing as clear as possible.

In your own words, explain the nature and purpose of the test, making it clear that the pupils should each decide the spelling of the missing words alone and without copying. The pupils should be encouraged to make their best attempts at spelling, even for words with which they are unfamiliar. Use the instructions below, adapting them and/or repeating them as you judge necessary, so that all pupils understand what is expected of them.

1. When everyone is ready, read out the following, changing the wording if necessary:

I am going to read out some information about Steelpan Music.

On your sheet you will find a copy of the text, but your version has words missing from it.

Follow the text on your sheet as I read through the passage for the first time, but don't write anything at this stage.

I will then read out the passage again, giving you time to write the missing words in the spaces.

2. Read aloud the text (reproduced on page 11) for the first time, including all the missing words. Before re-reading it, tell the pupils:

I will now read the text to you again.

When you come to a space, wait for me to tell you the word and then write it on the line.

If you're not sure how to spell it, just have a go and put the letters you think are right.

When you write the words, try to make your writing as clear as possible.

3. Read out the passage again, allowing time for the pupils to write the missing words on their sheets. If necessary, repeat the missing word so that all pupils understand what the target word is.

The words omitted from the pupils' spelling test are those printed in **bold** in the version below.

Steelpan Music

Each year steel bands play an important role in the Notting Hill Carnival in London. A lot has **changed** since the carnival began, when bands used to walk through the streets. Now, just one band **continues** to walk the four-mile parade route while others are driven past on floats. The leader of this band has **performed** at every carnival since 1964. The leader explained that, until recently, it was **difficult** for the band to be heard over the noise of the huge sound systems. Now, they have their own float with amplification **equipment** and the musicians walk behind it, carrying the steel pans around their necks.



"The **arrival** of sound systems has **forced** us to do this so people can hear us better. Now there are the big **colourful** floats, people can't **imagine** it really started with walking. I keep the **tradition** of walking because I think it is **beautiful**. You can see everyone's **expression**, everybody smiling and **laughing**."

This year the band is **planning** to play a new calypso **piece**, as well as **certain** well-known **favourites**. "I **usually** go for the old tunes. People look **forward** to hearing the ones that they **remember**."

Special arrangements

General advice

These materials are suitable for any pupil who is operating at levels 3–5 in English. The majority of pupils will be able to take the tests as a whole-class exercise, but there may be one or two pupils, or a small group, who might need more sensitive arrangements. For some individuals, for example those that suffer from attention related difficulties, breaking the testing into shorter sessions may be beneficial. For others, working separately away from the main group with an assistant would aid concentration and more closely resemble their normal working conditions. Whatever special arrangements are made, they should make it possible for the pupil to work to the best of their ability but should not provide an unfair advantage. At the back of this guide, photocopiable sheets are provided to give guidance to any additional adults in the classroom who are available to assist in the administration of these tests. You should note the nature and extent of the support outlined on those pages, as the help described there may be made available to all pupils, not only those with special needs. However, any adult who is to administer any parts of the tests independently to a group of pupils will need to follow the administration instructions found in this *Teacher's guide*.

It is advisable to have read the test materials thoroughly beforehand so that you can deal with questions readily. However, it should be noted that teachers must help pupils only with questions of test procedure and not with the content, for example by explaining word meanings.

Pupils should work individually and independently, producing their own ideas. They should not be totally unsupported, but you should avoid giving direct or indirect help.

Additional time

In considering whether to allow pupils to have extra time, teachers are referred to the guidance contained in *QCA's Assessment and Reporting Arrangements* booklet for key stage 2. (www.qca.org.uk/12305_9976.html).

It is the responsibility of the school to ensure that pupils who are given extra time meet the criteria specified for extra time at the end of key stage 2 tests. If extra time is used inappropriately, then the scores derived from the test will be unreliable.

English as an additional language

If you have pupils in your class who speak a language other than English at home, and whose English is not developed fully, you will need to plan carefully to ensure that the pupils are given the best possible opportunity to show what they can do. You are free to use gestures or drawings to help you, or to rephrase instructions in several different ways. You should use your knowledge of individual pupils to check that they have understood. As part of the introduction to the reading test, you are also free to discuss any concepts covered in the reading materials which may be culturally unfamiliar to your pupils. However, the English curriculum must be assessed in English and you should not define specific vocabulary used. Your pupils' achievements in speaking, reading and writing their first languages are not directly relevant to these English assessments.

Special educational needs

As is the case with all pupils working at levels 3–5, those with special educational needs should be reassured and encouraged to complete what they can of the test, leaving what they cannot do.

Pupils with physical or sensory impairment may use whatever technological aids they normally use. Pupils with a language disorder or hearing impairment may use their usual methods of communication. Responses to the reading test can be oral if necessary or an amanuensis may be used. In these cases a separate individual test session will need to be arranged. Responses for the writing tests must be in written format; they cannot be oral. Again, responses can be dictated by the pupil to an amanuensis, but all punctuation and features to do with presentation and layout will need to be explicitly specified by the pupil.

Modified versions of the test

The Optional English tests are also available in braille and modified large print. These can be ordered from the QCA's agency for the distribution of optional modified tests. Full details can be found on the NAA's test orders website. All orders must be placed as soon as possible, to ensure delivery of the tests by end of April. Ideally, orders will be placed before the end of January in the year the pupil will be taking the test.

Marking the reading test

The range of marks available for each question is given under the mark box in the margin of the Reading Answer Booklet.

Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

There are several different answer formats:

- ***short answers***
These may be a word or phrase only, and **1 mark** may be awarded for each correct response.
- ***several line answers***
These may be phrases or a sentence or two, and up to **2 marks** may be awarded.
- ***longer answers***
These require a more detailed explanation of the pupil's opinion, and up to **3 marks** may be awarded.
- ***other answers***
Some responses do not involve writing and the requirements are explained in the question.

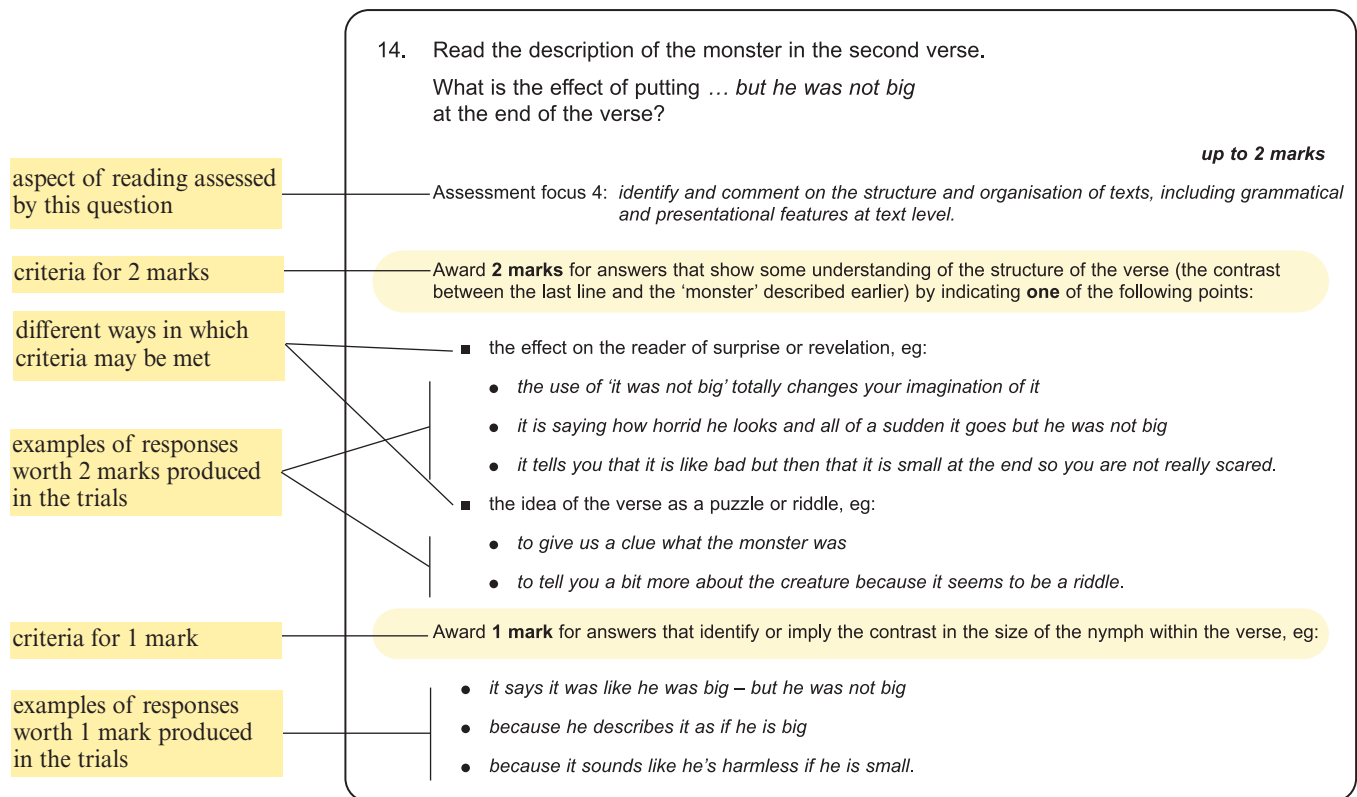
The mark scheme was devised after trialling the tests with pupils and contains examples of some frequently occurring correct answers given in the trials. These are shown in italics. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, you should focus on the content of what has been written and not on the quality of the writing, expression, grammatical construction, etc.

Assessment focuses for reading

The aspects of reading to be assessed are pupils' ability to:

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

How the reading mark scheme is set out



The following table identifies the questions (with marks available) that address each assessment focus (AF).

Focus	Assessment focus 2	Assessment focus 3	Assessment focus 4	Assessment focus 5	Assessment focus 6	Assessment focus 7
	<i>understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>deduce, infer or interpret information, events or ideas from texts</i>	<i>identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</i>	<i>identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>relate texts to their social, cultural and historical contexts and literary traditions</i>
Section 1:	Introduction / Did you know? / Dazzling Dragonflies					
Q1	1					
Q2	1					
Q3	1					
Q4	2					
Q5		1				
Q6a	1					
Q6b	1					
Q7a	1					
Q7b	2					
Q8	1					
Q9			1			
Section 2:	The Dragonfly					
Q10					1	
Q11		1				
Q12			1			
Q13	1					
Q14			2			
Q15		2				
Q16		1				
Q17		1				
Q18				1		
Q19		2				
Q20a		1				
Q20b			1			
Q21		3				
Q22		1				
Q23					2	
Section 3:	Carnival in Britain					
Q24	1					
Q25	1					
Q26	1					
Q27				2		
Q28	2					
Q29	1					
Q30		1				
Q31	1					
Section 4:	Whole booklet					
Q32		2				
Q33					2	
Total marks	19	16	5	3	5	0

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly separately assessed in this test. Not all focuses will be appropriate to, or appear in, any one test at any given level.

These questions are about the information on page 2.

Page 4

Look at page 2.

1. Which event involves the transformation of a whole community?

Ring **one**

fancy-dress
party

pantomime

carnival

traditional
tale

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correct choice.

2. In which type of stories are transformations often found?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for references to traditional tales or fairy stories, eg:

- *traditional stories*
- *fairy tales.*

3. Give **two** ways, from the text, in which humans can change their appearance.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for any **two** of the following:

- clothing / fancy dress / costumes
- hairstyles
- make-up / face-paint.

Also accept appropriate references from the carnival text, eg: *masks / headdresses.*

Do not accept references to changes that are not included in the text, eg: *growing up / face lifts*, or references to plays / pantomimes / shows.

These questions are about *Did You Know?* (page 3).

Page 5

4. Here are four things people used to believe about dragonflies.

Tick the country where each belief comes from.

One has been done for you.

	Britain	Japan	Tahiti
Dragonflies sting horses.	✓		
Dragonflies are a sign of good luck.		✓	
Thieves carry dragonflies.			✓
Dragonflies represent courage.		✓	

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** for three statements correctly ticked; award **1 mark** for two statements correctly ticked.

5. Why did thieves think people would be dazzled by the sight of a dragonfly?

Give **one** reason, using the information on **page 4** to help you.

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for answers that refer to the colourful appearance or flying skills of the dragonfly, eg:

- *bright colours*
- *acrobatic flying skills*
- *because they are very shiny*
- *because they are very agile*
- *they fly very fast.*

Also accept general references to the beauty / appearance of the dragonfly, eg: *because a dragonfly is beautiful / they are fascinating creatures.*

These questions are about *Dazzling Dragonflies* (pages 4 and 5).**Page 6**

6a. When are you most likely to see adult dragonflies?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for:

- (end of) summer.

6b. Where would you be most likely to find them?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for any indication of proximity to water, eg:

- *near water*
- *ponds or rivers.*

Also accept: *near horses.*

Do not accept references to in / under water, eg: *in a pond / under water (laying their eggs).*

Page 6 (continued)

7. Look at pages 4 and 5.

Complete the notes below with information from the text.

One has been done for you.

Notes on Dragonflies

Two phrases that describe what adult dragonflies look like:

1) long bodies

2) _____

1 mark

Two phrases about the way dragonflies fly:

1) _____

2) _____

up to 2 marks

7a. Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for a phrase referring to the appearance of an adult dragonfly, eg:

- *beautiful insects*
- *enormous eyes*
- *two pairs of wings*
- *delicate / transparent wings*
- *bright / metallic colours.*

Do not accept answers based on the illustrations, eg: *long legs / patterned wings / big wings.*

7b. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for any of the following phrases describing the way in which dragonflies fly, to a maximum of **2 marks**:

- *move wings separately*
- *hover*
- *loop-the-loop*
- *fly backwards*
- *fly very fast / fly at 25–30mph*
- *acrobatic / agile.*

Page 7

8. Look at page 5.
How do nymphs seize their prey?

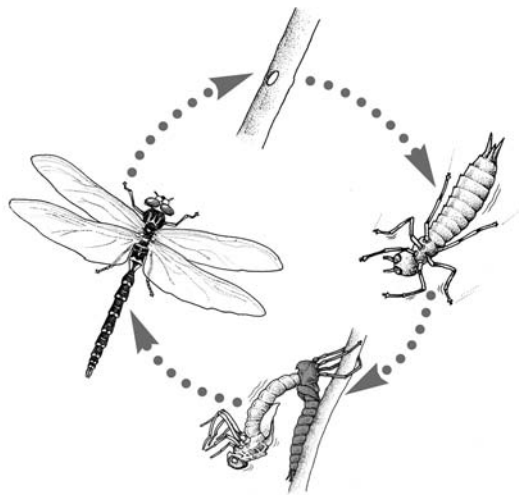
1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for references to the nymph's rapid / sudden movement **or** its powerful / spiky jaw, eg:

- *it shoots itself forward (and grabs its prey)*
- *it has a spiky jaw.*

9. Here is a copy of the diagram from page 4.



What do the arrows in the life-cycle diagram show?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for references to the direction of the stages in the life of a dragonfly **or** indications that the cycle repeats itself, eg:

- *the way the life-cycle goes round*
- *how it grows into an adult dragonfly*
- *the arrows show what happens next or the change of the dragonfly*
- *the passage of time in the stages of a dragonfly.*

Do not accept answers that focus on the pictures rather than the arrows, eg a list of the four stages.

These questions are about *The Dragonfly* (pages 6 and 7).

Page 8

Marking the reading test

10. What is the poem about?

Tick **one**

what insects eat

☐

how dragonflies move

☐

the life cycle of a dragonfly

☒

the food chain in a pond

☐

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for the correctly ticked box.

11. What is the monster in the poem?

Ring **one**

an adult
dragonfly

a water snail

a dragonfly
nymph

a tiddler

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correct choice.

Page 8 (continued)

12. Why are some parts of the poem printed in a different font?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for any indication that one font is used to show what the pond creatures are thinking / saying, eg:

- *it shows what other creatures are thinking*
- *the creatures are saying those bits.*

Also accept other references to speech or an alternative voice eg: *because someone is speaking / it's in the first person / the writer wants you to say the words in a different voice.*

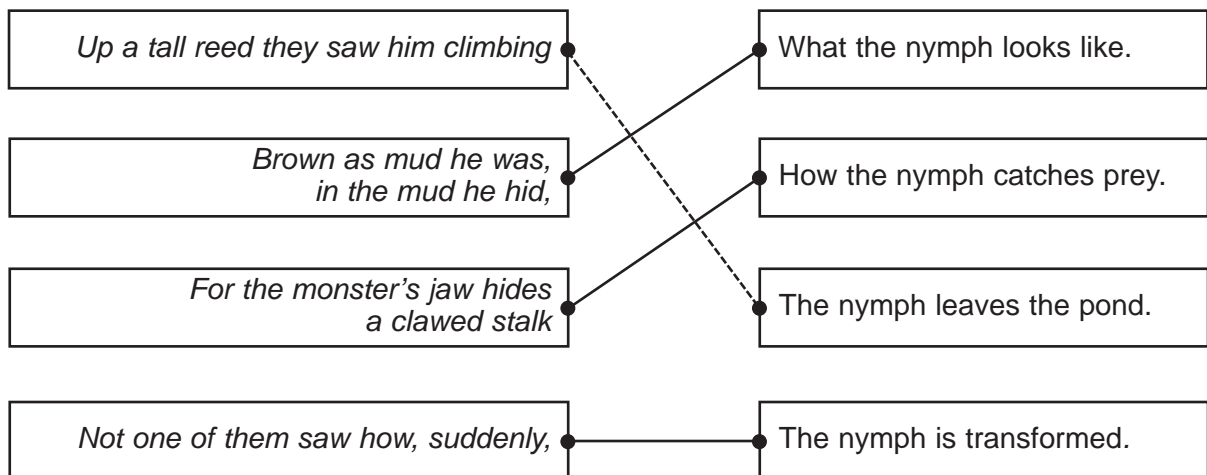
Page 9

13. Match the opening lines to the descriptions of what happens in each verse.

One has been done for you.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*



Award **1 mark** for three opening lines correctly matched.

Page 9 (continued)

14. Read the description of the monster in the second verse.

What is the effect of putting ... *but he was not big* at the end of the verse?

up to 2 marks

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **2 marks** for answers that show some understanding of the structure of the verse (the contrast between the last line and the 'monster' described earlier) by indicating **one** of the following points:

- the effect on the reader of surprise or revelation, eg:
 - *the use of 'it was not big' totally changes your imagination of it*
 - *it is saying how horrid he looks and all of a sudden it goes but he was not big*
 - *it tells you that it is like bad but then that it is small at the end so you are not really scared.*
- the idea of the verse as a puzzle or riddle, eg:
 - *to give us a clue what the monster was*
 - *to tell you a bit more about the creature because it seems to be a riddle.*

Award **1 mark** for answers that identify or imply the contrast in the size of the nymph within the verse, eg:

- *it says it was like he was big – but he was not big*
- *because he describes it as if he is big*
- *because it sounds like he's harmless if he is small.*

Page 9 (continued)

15. Look at the third verse.

Why does the tiddler tease the monster?

Give **two** reasons.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to any of the following, to a maximum of **2 marks**:

- appropriate reference to the physical appearance / attributes of the nymph eg:
 - *he is slow / couldn't catch a snail / harmless*
 - *he is ugly*
 - *he's old / he's a stick-in-the-mud.*
- appropriate references to the attributes or motivation of the tiddler, eg:
 - *because he thinks he's faster / prettier than the nymph*
 - *to show he wasn't scared*
 - *for fun / to show off / to flaunt his tail*
 - *to show he wasn't scared*
 - *to make him angry.*

Also accept: appropriate references to the nymph from the second verse, eg: *he is small / he's brown as mud / he's got big eyes.*

Page 10

16. Look at the third verse.

like a shot

What does this phrase tell you about the way the nymph moves?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for any indication of speed / rapid movement, eg:

- *it moves really fast.*

Page 10 (continued)

17. Look at the fourth verse.

Why is the jaw of the monster described as a *dinner fork*?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for any indication of the sharpness of the nymph's jaw **or** how it is used to spear food, eg:

- *it was so sharp*
- *because it's a stick with two pincers on the end*
- *because he's got spiky jaws and forks are spiky*
- *with a dinner fork you stab your food.*

18. Look at this line in the fifth verse.

Days, weeks, months, two years and beyond,

What is the effect of putting the words in this order?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for any reference to one of the following:

- the effect of increasing the length of time passing, eg:
 - *it shows it terrorised the pond for a long time*
 - *to say it seemed like forever*
 - *it makes it seem ages*
 - *it gives the feeling of time passing.*
- an increase in tension, eg:
 - *to build it up*
 - *to build tension.*

Page 10 (continued)

19. In the fifth verse, it says that the monster *gobbled and grew*.

What does this tell you about what the monster did?

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **2 marks** for answers that link the nymph's size to its greed or appetite, eg:

- *it tells you the more it ate the more it grew.*

Award **1 mark** for reference to the following, to a maximum of **2 marks**:

- the amount of food or speed with which the nymph eats, eg:
 - *he ate a lot*
 - *he eats really fast.*
- the increase in size or the speed with which the nymph grows, eg:
 - *he got bigger and bigger.*

20. Look at the sixth verse beginning:

Who saw him last? Does anyone know?

a. Why are the pond creatures afraid?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to the creatures' fear of being eaten / attacked by the nymph, eg:

- *because one has gone missing and it might have been eaten*
- *they don't know where he is, so they can't hide*
- *they think the nymph will kill them.*

Do not accept answers that paraphrase the information within the stem of the question, without any indication of a threat to the creatures, eg: *they don't know where he is.*

b. How does the poet show that the pond creatures are afraid?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for references to short sentences / questions **or** the use of punctuation, exclamation marks or question marks, eg:

- *lots of punctuation*
- *short, sharp sentences*
- *putting in exclamation marks.*

Do not accept references to content, eg: *it says not to go near the mud,* or references to italics / different font.

Page 11 (continued)

21. Look at the tenth verse.

The cage is open.

What does this sentence tell you about the transformation of the nymph?

Explain as fully as you can.

up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **3 marks** for well-developed explanations that show understanding of the cage metaphor **and** refer to freedom, escape or emergence to new life, eg:

- *to show that the dragonfly is happy not to be trapped in his own body*
- *that it is like a cage keeping him back, and suddenly he feels free*
- *the skin opens and the dragonfly is free and is not locked up in a cage any more he is free*
- *that it has been released from its dull brown case. It can now be free and fly away from all its bad deeds. The dragonfly has gone from beast to beauty.*

Award **2 marks** for partial explanations that identify or imply that the cage represents the skin or the larval stage, eg:

- *it's trapped in its own body*
- *the nymph's form was like a cage for the dragonfly*
- *that he has been trapped in the skin of a nymph and is now coming out of the cage*
- *it says that the ugly brown cage (his body) has gone...and a bright creature came out.*

Also award **2 marks** for partial explanations that refer to the idea of freedom from its old life, eg:

- *it is free from the life of an ugly nymph and is evolving into a beautiful dragonfly.*

Award **1 mark** for literal or generalised references to the body of the nymph, eg:

- *it means his head / skin has split*
- *it tells you how he burst open*
- *the nymph has turned into a dragonfly.*

Page 12

22. Look at this phrase from the eleventh verse.

veils of silver a cloak for him

What is the poet describing?

Ring **one**

the clouds

the wings

the skin

the stars

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correct choice.

Page 12 (continued)

23. Do you agree with the poet that the dragonfly nymph was a *terrible monster*?

yes ☐ no ☐ yes and no ☐

Explain your answer.

up to 2 marks

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for each appropriate explanation, to a maximum of **2 marks**:

Yes:

- ugly appearance
- jaw / pincer mechanism
- killing / eating other creatures
- stalking / ambushing his prey
- frightening / terrorising other creatures in the pond.

No:

- it had to eat to live
- it was hungry
- it was his nature
- it was only small
- it turned into a beautiful dragonfly.

Also accept responses which suggest retaliation for being teased.

For example:

- [Yes] *because he stalked creatures without them knowing and made other creatures scared of him and they wouldn't go near him at all* (2 marks)
- [Yes and no] *because he killed lots of animals but that was after the tiddler sneered at him* (2 marks)
- [Yes] *because he looked horrible and he ambushed his prey.* [No] *because he didn't eat everything, only things smaller than him* (2 marks)
- [Yes and no] *he killed other pond creatures but he needed them to live* (2 marks)
- [No] *because he needed food to help him grow* (1 mark)
- [No] *because he's not big enough to be a monster* (1 mark)
- [Yes] *because all the animals were scared the monster was going to eat them* (1 mark)
- [Yes] *it ate most of the creatures in the pond* (1 mark).

These questions are about *Carnival in Britain* (pages 8–11).

Page 13

Marking the reading test

24. How do you know that carnivals are great tourist attractions?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to the number of visitors **or** the number of places that hold carnivals, eg:

- *100,000 visitors*
- *lots of people go to see them*
- *very popular*
- *lots of towns hold carnivals.*

Also accept the direct quotation from the text: *they make cities exciting places to visit.*

Do not accept general reasons why people like carnivals, eg: *everyone can take part / they're very colourful.*

25. Why did people who came to Britain from the Caribbean want to hold a carnival?

Give **one** reason.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to any one of the following:

- the strong carnival tradition in the Caribbean, eg:
 - *they wanted to bring their own traditions here*
 - *to remind them of the Caribbean.*
- the idea of bringing people together, eg:
 - *they wanted to bring people together*
 - *they wanted people to be more social*
 - *they wanted people to have fun / be happy.*
- creating / wanting to have a festival of music and dance, eg:
 - *they wanted people to celebrate music and dance*
 - *they liked music and dancing.*

Page 13 (continued)

26. When do carnivals in British towns and cities usually take place?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for one of the following:

- summer
- each year / once a year.

27. Why is a carnival procession like a *giant exotic snake*?

Give **two** reasons.

up to 2 marks

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for reference to each different aspect of the procession, to a maximum of **2 marks**:

- bright colours of the parade / costumes, eg:
 - *the costumes are dazzling and colourful.*
- movement / speed, eg:
 - *people wind / weave in and out of the road*
 - *it moves like a snake does, really slowly.*
- length of the parade, eg:
 - *it goes along in a long line*
 - *there are lots of floats following each other in a row.*

Also accept less developed answers that fit the criteria, eg: *it moves like a snake / it's long like a snake.*

Page 14

28. Look at the interview on page 10.

What are **two** important things to think about when designing costumes?

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to any of the following, to a maximum of **2 marks**:

- colour, eg:
 - *the colours you want to use.*
- weight, eg:
 - *not too heavy.*
- shape, eg:
 - *the shape and size.*
- using your imagination, eg:
 - *they don't have to be real.*

Do not accept references taken from page 11, eg: *lots of time / lots of money.*

29. Where does Carl Williams get most of his ideas for costumes from?

Ring **one**

the
Caribbean

tourists

nature

the carnival
club

mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correct choice.

Page 14 (continued)

30. Why are the frames for the costumes made of thin wire?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to any one of the following qualities of the wire:

- the lightness / weight of thin wire, eg:
 - *they need to be light so they can be carried*
 - *so that they don't have to carry heavy costumes.*
- the flexibility of thin wire, eg:
 - *so it is easy to bend them into shape.*
- durability / structure, eg:
 - *so it stays together.*

31. Tick each of the following statements to show whether they are **true** or **false**.

One has been done for you.

	True	False
The first Caribbean carnival in Britain was approximately 40 years ago.	✓	
All the costumes look like insects.		✓
Costumes take months to prepare.	✓	
A carnival is only for the tourists.		✓

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for three statements correctly ticked.

These questions are about the whole booklet.

Page 15

32. Look at the eleventh verse of the poem.

Which phrases might give the designer an idea for a carnival costume?

Give **two**.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for appropriate phrases from verse 11, to a maximum of **2 marks**, eg:

- *veils of silver*
- *silver (a) cloak*
- *shining cloak (wide wings)*
- *jewelled helicopter.*

Also accept appropriate phrases from elsewhere in the poem: *dazzling hunter / eyes burning blue.*

33. Think about the transformation of the dragonfly nymph in the poem.

In what ways is this similar to the transformation that takes place during a carnival?

Explain your answer as fully as you can with reference to the text.

up to 2 marks

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **2 marks** for explanations that refer to the drab / everyday appearance of people or towns and cities being transformed to colourful / beautiful / exotic, eg:

- *because they are changing a dull city into a bright colourful place*
- *the nymph goes from ugly and brown to a jewelled helicopter. In the carnival everything goes from dull and boring to bright and colourful.*

Award **1 mark** for less developed explanations of similarities between the two transformations, eg:

- *the nymph changes into a bright dragonfly and people change into their brightly coloured clothes*
- *the dragonfly is very colourful and the carnival is colourful*
- *they both become something completely different*
- *both take time to transform.*

Do not accept responses that do not indicate a transformation (of the city or the nymph), eg: *people are dressing up as dragonflies.*

Marking the writing test

There are two mark schemes, one for the longer task *Improve our playground* (pages 40–42) and the other for the shorter task *The changing park* (pages 54–55).

Assessment focuses for writing

The aspects of writing to be assessed are pupils' ability to:

1. write imaginative, interesting and thoughtful texts
2. produce texts which are appropriate to task, reader and purpose
3. organise and present whole texts effectively, sequencing and structuring information, ideas and events
4. construct paragraphs and use cohesion within and between paragraphs
5. vary sentences for clarity, purpose and effect
6. write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
7. select appropriate and effective vocabulary (this is not assessed separately, but contributes to text structure and organisation and composition and effect)
8. use correct spelling (assessed through the spelling test).

The mark scheme strands

For the purpose of marking the writing, related assessment focuses have been drawn together into three strands:

- sentence structure and punctuation
- text structure and organisation
- composition and effect.

For the longer task, the strands are organised as follows:

	Assessment focuses
■ sentence structure and punctuation	<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.
■ text structure and organisation	<ul style="list-style-type: none"> – organise and present whole texts effectively, sequencing and structuring information, ideas and events – construct paragraphs and use cohesion within and between paragraphs.
■ composition and effect	<ul style="list-style-type: none"> – write imaginative, interesting and thoughtful texts – produce texts which are appropriate to task, reader and purpose.

Handwriting is assessed in the longer task. The marking criteria are shown in section F on pages 49–51.

For the shorter task, the strands are organised as follows:

	Assessment focuses
■ sentence structure, punctuation and text organisation	<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 – use cohesion within and between paragraphs.
■ composition and effect	<ul style="list-style-type: none"> – write imaginative, interesting and thoughtful texts – produce texts which are appropriate to task, reader and purpose – select appropriate and effective vocabulary.

The criteria encourage positive recognition of achievement in writing. Pupils do not necessarily develop uniformly across these categories, and the strands allow separate judgements to be made about the relative strengths and weaknesses of a pupil's work.

Marking procedures

The criteria for each strand identify typical characteristics of pupils' work in different bands. When marking, it is helpful first to identify which bands are most relevant to the writing and then refine the judgement to a mark within a band. The annotations on the example scripts show how to look for features in the writing, and the summary boxes show how to weigh these features to reach a mark.

Where the writing clearly does not meet the criteria for Band 1, a mark of 0 should be awarded.

Pupils are expected to follow the prompt very carefully, especially in content and form. Pupils whose writing is unrelated to the prompt should not be credited with any marks for composition and effect. Those pupils who do not maintain the form throughout the piece, for example a non-fiction piece becoming narrative, do not have access to the full range of marks for composition and effect.

Marking the writing

A set of annotated scripts, written by year 5 pupils during the pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

The longer task: *Improve our playground*

The task is to write to the headteacher with some suggestions for ways in which the school playground could be improved. The pupils are asked to imagine that the school has been awarded some money with which to improve the playground and the headteacher is requesting ideas for how to do this. The prompt suggests some ideas.

The planning provides a series of ideas which offer support for the content and organisation, considering who will benefit from the proposed changes and how it will be in keeping with the current playground.

Better performances are distinguished by the use of subtle persuasion, interesting and specific vocabulary and careful organisation, which often includes an overarching introduction summarising the forthcoming suggestions and a conclusion offering final persuasion.

Improve our playground

Your school has been awarded some money in order to improve the school grounds. The headteacher wants to know how you think the money should be spent and has put up this notice:



Improve our playground!

We have been given some money to improve our playground. There have been lots of suggestions about what could be done, such as a swimming pool, new playground equipment, a nature area or a school garden. If you have any ideas about how you think we should spend the money to make improvements, write them down on a suggestion form.

Headteacher





Your task is to write about the changes you would like to see and why these would make things better.

Mark scheme for the longer task: *Improve our playground*

SECTION A SENTENCE STRUCTURE AND PUNCTUATION <i>Assessment focuses: vary sentences for clarity, purpose and effect</i> <i>write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</i>	
Band A1	<ul style="list-style-type: none"> Construction of clauses is usually accurate, predominantly starting with subject and verb (<i>you could</i>). Clauses mostly joined with <i>and, but, then</i>. Sentences sometimes demarcated by capital letters and full stops. <p style="text-align: right;">1 mark</p>
Band A2	<ul style="list-style-type: none"> Simple connectives <i>and, but, then, when</i> link clauses with some repetitive use of <i>because</i>. Noun phrases mostly simple with some expansion (<i>big pond</i>). Some use of adverbs. Simple adverbial phrases (<i>in the playground; by the trees</i>) and some use of modal verbs (<i>people will enjoy it</i>). Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately; commas are used in lists. <p style="text-align: right;">2–3 marks</p>
Band A3	<ul style="list-style-type: none"> Sentences are mostly grammatically sound. Variation in sentence structure is achieved through the use of expanded noun phrases and adverbials. Subordinating connectives are used, eg <i>when, if, because</i> (<i>because then it would match the school</i>) and there is some variation in subjects of sentences (<i>you; we; children</i>). Modal verbs to express future possibility are varied (<i>should, might, will</i>). Most sentences correctly demarcated and some correct use of commas within sentences to mark phrases or clauses. <p style="text-align: right;">4–5 marks</p>
Band A4	<ul style="list-style-type: none"> Simple and complex sentences used, with some variety of connectives, eg <i>however, which, although, instead</i>. Phrases and clauses build up detail and information (<i>win all the matches like they used to</i>). Additional words and phrases contribute to shades of meaning, eg <i>completely, would, can</i>. Meaning is developed through the use of complex verb phrases (<i>they will be able to go</i>) and choice of tenses is generally consistent or appropriate. Almost all sentences are correctly demarcated with a range of punctuation, including brackets, dashes and colons. <p style="text-align: right;">6–7 marks</p>
Band A5	<ul style="list-style-type: none"> A range of grammatical structures is used to vary the length and focus of sentences and to express subtleties in meaning. Impersonal constructions are used appropriately (<i>Many children are fully in favour; Most people think that we should have a quiet area; Nearly everyone in school enjoys baseball</i>). Range of punctuation, with little omission, to give clarity. <p style="text-align: right;">8 marks</p>

SECTION B**TEXT STRUCTURE AND ORGANISATION**

Assessment focuses: *organise and present whole texts effectively, sequencing and structuring information, ideas and events*
construct paragraphs and use cohesion within and between paragraphs

Band B1

- Ideas are given in sequences of sentences, eg the beginning and middle sections are distinct, and points in lists may be numbered; some division possibly indicated by layout (simple introductory / concluding greeting).
- Within sections some connections are made between ideas, eg subject matter is arranged in topics.

1 mark**Band B2**

- Simple overall structure includes brief introductory comment or concluding statement – organisation may follow prompt. Some similar content grouped, often based on planning provided. Main ideas are sometimes clarified by paragraph or section divisions. Use of *also, too* for additional information.
- Relationship between ideas often linked simply. Connections between sentences built up by pronoun references to main things / people in the text (*my friends; we*) and connections between words develop topic.

2–3 marks**Band B3**

- Structure includes introduction, ordered points (*I've got another suggestion*) and conclusion, eg to offer final persuasion. New sections / paragraphs consistently indicated, eg introductory phrases (*here are some suggestions; my next idea ...*). If used, conventional phrases are integrated meaningfully into the text. Transitions between paragraphs or sections are sometimes awkward.
- Within paragraphs or sections, content often introduced by a main or topic sentence (*we should have a nature garden*). Ideas developed within sections, eg main opinion followed by further reasoning, explanation or justification. Connections between ideas established and maintained, eg by reference to a previous part of the text.

4–5 marks**Band B4**

- Overall organisation of suggestions is supported by paragraphs, eg connections make the structure clear to the reader by referring forwards and backwards. Ending echoes beginning and some links are made between paragraphs or sections.
- Paragraphs are developed: main ideas supported by relevant argument or detail. Reference to the same thing or person sometimes varied to avoid repetition, eg by omission of words or short phrases.

6–7 marks**Band B5**

- Sequencing of sections is coherent and contributes to overall effectiveness of suggestions, eg adjacent paragraphs draw attention to contrasting ideas. The structure of the text is controlled, showing links between sections in a variety of ways, eg causal or thematic linkage, use of repetition, bullet points.
- Paragraphs or sections are varied in length and structure to support and shape the development of ideas, eg single sentence paragraphs to articulate an argument.

8 marks

SECTION C**COMPOSITION AND EFFECT****Assessment focuses: write imaginative, interesting and thoughtful texts****produce texts which are appropriate to task, reader and purpose****Band C1**

- A short series of points; improvements may be listed or there may be misunderstanding of the purpose of the suggestion form. The selection of material generally relates to the topic. There may be simple attempts to persuade (*please please*).
- Details or simple statements of opinion or persuasion are sometimes included.

1–2 marks**Band C2**

- Ideas are expressed, showing some awareness of the reader. Coverage and tone may be uneven.
- Some evidence of viewpoint, eg logical reasons for suggestions (*it can stop the animals from dying*) or simple assertion (*a garden is a good idea*).
- Vocabulary choice is mostly relevant, developing content and supporting persuasive purpose (*perfect; wonderful; will make everyone happy*). Occasional but repetitive variation, eg sentence types, impersonal constructions (*it would be good wouldn't it?*).

3–5 marks**Band C3**

- Suggestions are presented appropriately and show logical reasoning. Information about the choices made is developed (*It would help our parents so that we wouldn't have to pay £15 a term to go to the local pool; no one would hurt themselves if they fell*). Content coverage is relevant.
- Viewpoint is consistent in the choice of improvements to be made and attitude to them (*your money would not be put to waste*) and other people's interests may be considered (*it will be enjoyed by teachers as well*).
- Language choices support persuasive and informative purpose, eg precise reference, sustained style of address (formal or friendly), interesting expressions (*If a jungle gym is out of the question; I propose there should be a rollercoaster, the best that can be built on the budget*).

6–8 marks**Band C4**

- An effective selection of ideas and suggestions which are contextualised and designed to convince the headteacher (*why not get some use out of it; bigger gates so people can't come and vandalise the playground at night; you would be saving money if we had our own pool*).
- A clear and consistent viewpoint is established and controlled, eg using other people's opinions to support argument (*many people would love ...; the smaller children can use it*) or supporting own choice with clear reasoning (*this is better because ...*).
- Stylistic features maintain interest and enhance persuasion and description, eg appealing vocabulary (*credit to our school*) variety of expression and use of directives and rhetorical questions.

9–11 marks**Band C5**

- Adaptation is consistent – readership informs choice and placing of content, eg the writer prioritises comments thought to be of most interest to the headteacher. The writing firmly engages the reader's interest through the use of precise details, balanced ideas, examples (*take out the chain bridge to put something more exciting in*) and argument; there is thorough coverage of points.
- The viewpoint is well-controlled and convincing, eg a strongly held position or the consistent use of impersonal style.
- Stylistic features fully support purpose and are engaging, eg inclusion of direct address, formal or emotive, figurative or persuasive language is used to express opinions, attitudes and feelings.

12 marks

Exemplar script 1

SENTENCE STRUCTURE
& PUNCTUATION

simple connectives
link clauses with
some use of
subordination
(A2)

simple noun
phrases with some
expansion (A2)

appropriate use of
exclamation mark
(A2)

use of modal verbs
(A2)

inaccurate sentence
demarcation
(below A2)

simple adverbial
phrases (A2)

My suggestion is that they should have a huge trampalean so everyone would get a go on it. It would be great for the kids wouldn't it they would be so disapointed if you didn't buy one. So give it a go will you please!

It would be a great use of the money because there so cool, the kids love tramperleans they think there so bonsey and fun.

I think it would be fab for everyone but the children will like it the best. You know what children are like. Always say what they want. Well I know this is need it is simple to undersand.

Children love thease tramperleans. Any way it's great exercize for them go on give it a go.

It a good idea because everyone need one and that's a fact please buy one for the childrens sake.

It would make it a better school and Children will be able to look at that great moment. If you get this they will think a lot more of you.

You mite evrn break the childrens hearts if you don't do it. from Jane

TEXT STRUCTURE
& ORGANISATION

brief introduction
and concluding
statement (B2)

some similar ideas
are grouped (B2)

some paragraphs to
indicate new sections
(B2)

pronoun references
(B2)

connections
between words
develop the topic
(B2)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p>Summary</p> <p>The writing meets many of the criteria in Band A2 including simple connectives, noun phrases and some use of modal verbs. However, the third paragraph is confusing as it is unclear who the 'I' is referring to and the section reads as if it is a dialogue, possibly between the pupil and the headteacher. In spite of this confusion, the overall level of accuracy merits the award of the top mark in Band A2.</p>	<ul style="list-style-type: none"> The writing is clearly designed to persuade the headteacher to choose this idea. Coverage is quite repetitive and limited by the expression of one idea (C2). Viewpoint is evident, and the happiness of the other children in the school is a key factor in persuasion (<i>great for the kids, so cool, kids love tramperleans</i>) and there are some assertions (<i>simple to undersand, that's a fact</i>) (C2). Relevant, persuasive language has been selected (<i>great, please, fun, for the childrens sake</i>). There is quite a lot of repetition and use of impersonal constructions (<i>it's great exercize, it would be great</i>) (C2). <p>Summary</p> <p>There is clearly enthusiasm for the idea, but the overt persuasion and relentless pursuit of one idea become repetitive with the writer focusing on persuasion at the expense of the generation of ideas.</p>	<p>Summary</p> <p>The writing has a brief introduction which puts forward the suggestion and a conclusion that is clearly designed to offer a final persuasion. It also has a simple final greeting, seen in scripts at all levels from B1. The organisation follows the prompt loosely. Only one idea is suggested and this is repeated several times. There is simple linkage which is based on overt persuasion of the headteacher.</p>
Band A2 – 3 marks	Band C2 – 4 marks	Band B2 – 3 marks

Exemplar script 2

SENTENCE STRUCTURE
& PUNCTUATIONTEXT STRUCTURE
& ORGANISATION

modal verbs (A2)

simple adverbial
phrases (A2)mostly simple
connectives and
some use of
because to link
clauses (A2)simple noun
phrases with some
expansion (A2)inappropriate use
of capitals
(below A2)some sentences do
not make sense
(below A2)some use of
adverbs (A2)some controlled
sentences
(above A2)

Dear Head teacher

(It think we need some improvements to the school). I have given some ideas for you . It will enclud where, what its good for and why children will like it.

Improvements

One thing, I think is a good idea is a swimming pool or a nature area:

Why it is a good idea (swimming pool)

A swimming Pool is a good idea (because) you could have swimming lessons in the school day. Like life saving, normal swimming lessons or sincronis swimming. I think everyone would like the idea and have to have it in the school.

Why it is a good idea (nature area)

I think the (nature area) is a good idea for the school because: (It) is educational. You could have sessions to go out and look at all the bugs and animals in there. Or if it is a (hot day) and there are (lots of trees) people could go and sit under them.

Why is it good use of money. (Swimming Pool)

A (swimming pool) is a good use of money because you could let (it) out to the (public) at (weekends) or weekdays, that will give you money to get swimming teachers and life guards. (Another reason is You could) hold galas or activits in the half Turn or Summer Holidays. (You could make people to pay to go on you could get something nice for, the school.)

Why is it a good use of money (nature area)

I think a nature area is a good idea (because) You will be saving the enviroment. you could have (An) after school club to let people go an have a look at the animals. You will (also) be helping animals live where they are supposed to and not in cages.

Why children would like the idea (swimming pool)

I think the children will like it because it is fun and it will be intresting to have safty talks with lifeguards and other people. They could talk about when some one is in trouble and what to do.

Why children would like the idea. (nature area)

I think children will like it because it is fun to look at animals in their home. (Maybe) you could have lessons in art where they get to go out and draw animals or trees.

How it will fit in with the school (Swimming pool)

The school could exstend the pool on by the hall or on the edge of the field. If you are hoping to use the pool for the public than (you might need) to exstand the car park. Or let people park (on the field)

(How it will fit in with the school (nature area))

(You could place the nature area by some trees or make a bark area for animals to hid in. It would look like you've done nothing to the trees but when you get inside you could of totally tranformed the area.)

Who this will be good for (swimming pool)

I think children and adults will benefit with the pool as if some people might have to go ages to go swimming but if you put it is they want have to go as far.

I hope this will get to you

From Beth

structure includes a
brief introduction and
conclusion (B2)sentences built up by
pronoun references
(B2)main ideas are
developed within
paragraphs (B2)use of *also* for
additional information
(B2)SENTENCE
STRUCTURE &
PUNCTUATION

Summary

This writing shows a variety of approaches to the task with varying degrees of success. On occasion, the writing displays evidence of control; however, in other places, sentences do not make sense. While being quite ambitious in terms of presentational features, demonstrated by the use of a colon, there are several demarcation errors including a comma splice and inappropriate use of capital letters.

Band A2 – 3 marks

COMPOSITION & EFFECT

- The tone adopted is suitable for addressing the headteacher and the ideas expressed show consideration of the reader (C2).
- There is evidence of the viewpoint throughout (*I think*) and there is some logical reasoning for the two suggestions (*use the pool for the public than you might need to exstand the car park*). Simple assertions are used as a means of adding persuasion (*A swimming Pool is a good idea, You will be saving the enviroment*) (C2).
- The vocabulary chosen has helped to develop the content (*sincronis swimming, life guards*) and the persuasive purpose (*it is educational, get something nice for the school, fun*) (C2).

Summary

This letter is written in an appropriate format and attempts to persuade the headteacher of the merits of two ideas. The writer's position is quite clear and the planning prompt has helped to direct some logical reasoning. The vocabulary is mostly appropriate and supportive of the content and purpose of the letter and variation is achieved through the use of impersonal constructions.

Band C2 – 5 marks

TEXT STRUCTURE
& ORGANISATION

Summary

There is a brief introduction summarising content and a brief conclusion used to complete the letter format. This writing is very reliant on the planning sheet and whilst this is rather relentless in places, some credit must be given to the consistency in developing each of the planning prompts. The development of two ideas simultaneously does make this structure awkward in places and the content of the writing is not always appropriate to the subheading under which it appears. By following the planning prompt format so rigidly, the writing appears fractured. Pronoun references have been used quite successfully and vocabulary has been chosen to develop the topic.

Band B2 – 3 marks

Exemplar script 3

SENTENCE STRUCTURE
& PUNCTUATIONTEXT STRUCTURE
& ORGANISATIONuse of expanded
noun phrases (A3)use of adverbials
to vary sentence
structures (A3)commas used in
lists and to mark
phrases (A3)limited use of
subordinating
connectives
(below A3)colon use not
always appropriate
(A3)What should be added to the playground:

I think that a school garden would be good and also more adventurous equipment. In the school garden there should be many exotic plants and maybe a small pond for children to learn about fish and pond plants. For equipment it should be stuff like bars to swing on and Tennis, hockey, football, Rugby, Racing and jumping equipment.

Also as an idea: A nature reserve could be added to show children about wildlife and how birds and other small animals live in their habitat.

Using money to make improvements on the playground is good because: it will encourage more children to play games on a grey and damp day. It could also help little children to get along with older children more and play together with them more often.

Improving the playground is a good thing to do for: younger children as well, because when you are young you like to be more adventurous than when you are older and like to have fun and new equipment can help them to have more fun and a nature reserve could help them to play and be imaginative with small animals and birds and having a school garden could do the same to help them be imaginative.

Having these things will: give all children more of a variety of things to do at playtime. Imagine they have just been in a test and all they want to do is play and have fun. With a nature reserve, a school garden or new equipment, they can have all of this fun that they want to have and get away from tests. Improving the playground is a wonderful thing to do and is good because it's done for children and how they can enjoy the young part of their life.

written by Andrew

introduction, series
of ordered points
and a conclusion
(B3)

topic sentence (B3)

new sections
indicated with use of
underlining (B3)

SENTENCE STRUCTURE & PUNCTUATION
Summary
There is variation in sentence structures and most are grammatically sound although there are examples of overlong sentences. Attempts have been made to use colons to introduce subheaded sections. These are not always appropriately placed and some would be more successful if followed by bulleted points. There is some confusion over the use of <i>you</i> and <i>them</i> .
Band A3 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none"> Appropriate presentation of suggestions which show logical reasoning (<i>a nature reserve ... show children about wildlife</i>). Content is relevant if a little repetitive in places. Information is developed through persuasion and description (<i>stuff like bars to swing on, play and be imaginative, get away from tests, enjoy the young part of their life</i>) (C3). Writer maintains a consistent tone and attitude to the suggestions made (<i>would be good, help little children, wonderful thing</i>) (C3). Language choices support purpose of writing (<i>learn about fish, show children about wildlife</i>) (C3).
Summary
The writing maintains an enthusiastic tone and persuasion is evident throughout in the description of what children will gain from the changes. Vocabulary is relevant but unadventurous, which makes the lower mark in the band appropriate.
Band C3 – 6 marks

TEXT STRUCTURE & ORGANISATION
Summary
While having an introduction, conclusion and a series of points based upon the planning, the organisation is not wholly successful. Underlining is used to indicate new sections but these function more like topic sentences than subheadings. Some transitions between sections are awkward. Content and ideas are developed within sections through related vocabulary.
Band B3 – 4 marks

Exemplar script 4

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

Marking the writing test

sentence variation achieved through expanded noun phrases and adverbials (A3)

additional words add shades of meaning (above A3)

variety of subordinating connectives (A3)

varied modal verbs used to express future possibility (A3)

phrases used to add detail (above A3)

commas used to mark phrases (A3)

Dear Headteacher

I have some amazing Ideas of how to spend the money we were given. I read your sign with great intrest and followed your Ideas and got some myself. Firstly I thought that we could use some of the money for a adventure playgrnd and swings. A lot of people enjoy those sort of things and the less sporty people will be really happy. I thought that we could put it near the year 4 room and year 3.

Furthermore I axamined some plastic Football nets that we could put on the Field somewhere and we could leave them out for fooball. But we would have to have a day for each class, because it would be a real mess otherwise. It would also give people alot of exercise and we could also use them for P.E.

I also thought some people like tennis and golf, so I pictured about 2 tennis courts and a putting green, the tennis coart could be on the playground and the putting green at the far end of the playground. The tennis would give us strength in our arm's and stadiness in golf.

I hope my Ideas have helped and I hope to see what the finished product is.

Yours faithfully
Mark

structure includes introduction and conclusion (B3)

use of introductory phrases (B3)

ideas developed within sections (B3)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
<p>Summary</p> <p>Sentences are grammatically sound with variation achieved through inclusion of a number of different subjects and use of noun phrases and adverbials. However, there is little variety in the use of connectives and the range of punctuation is limited, which prevents this piece from getting into a higher band.</p>	<ul style="list-style-type: none">Appropriate presentation of logical ideas (<i>adventure playground ... people enjoy those sort of things ... less sporty people will be really happy</i>) (C3).Writer maintains a consistent attitude to the suggestions (<i>amazing Ideas</i>) which is mainly developed through the consideration of others' feelings rather than overt stating of own opinion (<i>A lot of people enjoy, I also thought some people like tennis</i>) (C3).Use of persuasion and description (<i>give people alot of exercise and we could also use them for P.E.</i>) supports purpose of the letter while sustaining style of address (C3).	<p>Summary</p> <p>The writing is effective in its use of introduction and conclusion, demonstrating initial enthusiasm and final encouragement of the reader to act upon the ideas. However, the paragraphs are not entirely successful. The opening text does not provide an overview of the suggestions. There are also some areas where the content and shaping of the text has not been fully considered, such as telling the head that '<i>it would be a real mess otherwise</i>', which is redundant information in terms of its persuasiveness.</p>
<p>Band A3 – 5 marks</p>	<p>Summary</p> <p>Consistent and nicely judged in terms of enthusiasm and positioning of ideas against those given in the headteacher's notice and explaining ideas with a degree of logic. Use of quite subtle persuasion. Lack of development prevents the award of a higher mark.</p> <p>Band C3 – 7 marks</p>	<p>Band B3 – 5 marks</p>

Exemplar script 5

SENTENCE STRUCTURE & PUNCTUATION

TEXT STRUCTURE & ORGANISATION

mostly simple connectives with use of *because* (below A4)

phrases build up precise detail and information (A4)

variety of subjects (A4)

I would like to see some improvements to our school playground, such as an astroturf pitch, the playground to be retarmacked and some more playing equitment.

The astroturf pitch would go at the far end of the field and would cover one quarter of the grass. It is a good idea because football is popular in our school, boys and some girls play football on a regular bases. It will also encoarage others to join in. The children will like it because they complain about not being enough room to play. It is a good use of money because it will be well used.

Retarmacking the whole playground would make it a lot safer and wouldn't be as gravelly when you fall. Everyone would benefit because the playground wouldn't be as dangerous. It wouldn't waste are money because it will prevent injuries.

Another way we could spend the money is to cut down all the brambles and nettles as people are getting stung. It would benefit everyone because no one likes being stung. It is a good idea because they're destroying our field.

I hope you aprove of my idea's and you now know a bit clearer what to do with the money.

Emily

organisation supported by paragraphs with references forwards and backwards (B4)

examples used to expand point (B3)

new sections clearly indicated (B3)

Marking the writing test

SENTENCE STRUCTURE & PUNCTUATION
Summary
Grammatically accurate and economical, using 'I' only at the beginning and end resulting in more distanced and objective writing. Variation in subjects (<i>astroturf pitch, Retarmacking</i>) maintains reader's interest. Although punctuation is limited there are few errors and there is good control of clause structure.
Band A4 – 6 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none">Appropriate suggestions are made and logically reasoned. Information about choices is developed through persuasion and description (<i>football is popular, play football on a regular bases, encoarage others, well used</i>) and the content is relevant and well controlled (C3).The writer appears authoritative about what children want and the safety implications of suggestions made. A consistent tone is maintained and attitude is expressed through the feelings of the people who may benefit from the changes (<i>children will like it, no one likes being stung</i>) (C3).Persuasive purpose of the letter is supported by careful language choices (<i>popular in our school, prevent injuries</i>) (C3).
Summary
This controlled writing presents ideas to the headteacher succinctly but still manages to incorporate the key information and to offer objective persuasion. While covering the main points, the language used is mostly unadventurous and lacking in the stylistic features which would move it to a higher mark band.
Band C3 – 7 marks

TEXT STRUCTURE & ORGANISATION
Summary
Introduction briefly summarises main points which are then developed in the following paragraphs, leading to the final conclusion. The sentences are well structured with information given economically. The inclusion of the suggestion regarding brambles detracts from the overall quality of the piece as there is no prior reference to this in the opening paragraph and this prevents a mark award in a higher band.
Band B3 – 5 marks

Exemplar script 6

SENTENCE STRUCTURE
& PUNCTUATION

TEXT STRUCTURE
& ORGANISATION

Marking the writing test

additional words contribute to shades of meaning (A4)

phrases build up information (A4)

variety of connectives (A4)

adverbial expresses ideas economically (A4)

I am writing to you because I want to tell you my ideas for the use of the money the school has recieved. My ideas include more equiment for the playground, and I think you will like the suggestions.

First of all, as some children do not like school, making their playground a better place will encourage them that school can be fun. I think that maybe putting a few swings on a part of the playground will be nice. I know swings can be dangerous so you could also put some spongey tarmac underneath the area and build a small gate around the area. Please consider this swings idea. Another of my suggestions include some slides. I think this idea will be popular with the other children. I thought that if you put four slides on the playground, each different sizes it will encourage lots of children from different year groups to come and play on the slides. I also thought about the football area. I know we have already got a football area but there is a lot of room for improvement. Sometimes there are a lot of children on the pitch that are not playing football. This annoys the kids quite alot so maybe if you could put a gate around the football area it will stop children from wandering about on the pitch and will also prevent the football from going on the other parts of the playground.

All those ideas above are about children who want to do something during playtime but some kids want to sit down and maybe read a book. To encourage kids to read it would be a good idea to put a gate around an area where there is a lot of flowers and benches. It would be really nice and peaceful and it would be nice to have some flowers in the playground. Please think about this.

I hope you will put some of my ideas to action because it would be worth the all the money to see kids enjoy school.

structure is made clear (B4)

avoids repetition (B4)

reference to previous sections (B4)

conclusion (B4)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT	TEXT STRUCTURE & ORGANISATION
Summary A variety of simple and complex sentences have been used, incorporating a range of connectives. Sentence openings and subjects are varied and well controlled providing an impersonal tone. Sentence demarcation is mostly correct but lacks variety.	<ul style="list-style-type: none">Ideas have been carefully selected and developed in order to convince the headteacher of their merits (<i>encourage them that school can be fun, popular with the other children, a lot of room for improvement</i>) (C4).Viewpoint is consistent (<i>I think this idea will be popular, It would be really nice</i>) and there is consideration of the thoughts of others, which contributes to the contextualisation (C4).Vocabulary is appropriate and appealing (<i>see kids enjoy school</i>), with the inclusion of phrases that are indicative of the writer's status (<i>annoys the kids quite alot</i>) (C4).	Summary Paragraphing helps to structure the writing with an introduction, summarising statement and concluding paragraph. Introductory phrases are used successfully and provide links between sections. Ideas are supported by relevant argument or detail.
Band A4 – 6 marks	Summary This suggestion form successfully puts forward a number of persuasive ideas designed to engage and enthuse the headteacher. The writing maintains an authoritative tone but is clearly from a pupil's perspective.	Band B4 – 6 marks

Mark scheme for handwriting

SECTION F

HANDWRITING

Make this judgement based on the legibility and clarity of the handwriting throughout the longer task, supported by a closer look at the size and position of words and letters.

Band F1

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

1 mark

big wormery, a small play castle,
recycling bins, a sand pit, a
big bouncy castle ^{pieces} & slide
flower pots, more benches,
• a big football field
• netball ~~court~~ court
• Dodge ball court
• Tennis court
• rollers

I would like to improve lots of things
~~I would like to change about our playground.~~
I would like to change the ~~plot~~ of the
playground from concrete to ~~astro~~ tuffan an area
of sponge for the little ones. I would like to have
a roof to stop the rain coming in the playground
and i would prefer some football goals for 5, 6, 3, 4, 2, 1,
for years 1, 2, 3, 4, 5, 6.

Band F2

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

2 marks

Children coming in and complaining about arguments. This is a good use of money because they will be nothing else except for this to use your money on. It would fit in present on the field. The adventure playground would be at the far end so would the bouncy castle. This is a good idea because children won't get bored. The children would like your idea because it's a fun idea and

I think we should have ~~at~~ an adventure playground because it will help the children have more fun at playtimes. I think the children will like my idea because it will have lots of fun activities to play on. This would be good for the children because it will help them socialise with other children instead of playing by themselves or ~~with~~ with the same people all the time. I think this is a good use of the money because it will help

Band F3

The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.

3 marks

look pretty.] There was another suggestion which involved a swimming pool this is a good idea as you don't have to ~~bat~~ pay for the coach to take us to a swimming pool. This would save us money to give to charity or to spend on the school. This swimming pool will train us up for the yearly swimming competition against other schools.] I still need to

I think it would be a good idea to get a play area with swings and a slide. It would be a good idea because it would give you something to do instead of being bored at playtime and not knowing what to do. It would be a good use of the money because it would get used a lot by the children. I think it would fit in because we already have a big school field and it would be quite big so it would take up some of the room. It would be good for the children and they would be happy just playing on it. When

This page may be used for your own notes

page for your own notes

The shorter task: *The changing park*

For this task pupils are asked to imagine that they have been asked to write about how a local park changes in the winter and the summer for a school display. They are provided with two illustrations showing the same scene in these two seasons and are prompted to think about their senses. Although illustrations of a park are provided, pupils do not have to follow the prompt rigidly and can write about any local open space with which they are familiar (such as the local beach or meadow).

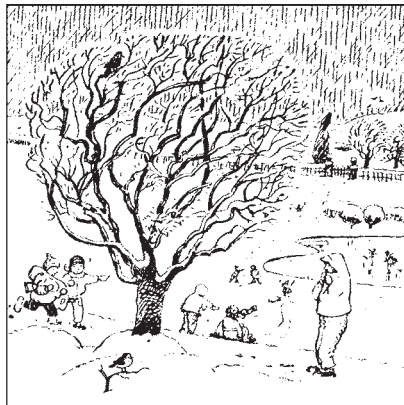
While there is no structured planning, the pictures provide a visual stimulus for ideas and the answer page is formatted to allow space for an entry about each season.

Better performances are distinguished by the development of pupils' own ideas rather than reliance on the pictures and a description which gives a holistic overview of the scene rather than focusing primarily on one sense.

The changing park

There will be a display in school, showing places in your town that change in different seasons. You have been chosen to write about how the park changes.

Look at these two pictures of a park – one showing what it is like in winter, and one showing what it is like in summer.



Your task is to write a description of two scenes, describing what the park is like and the way the park changes from winter to summer.

Think about the sights, sounds and smells that make it special in each season.

Mark scheme for the shorter task: *The changing park*

SECTION D

SENTENCE STRUCTURE, PUNCTUATION AND TEXT ORGANISATION

Assessment focuses: *vary sentences for clarity, purpose and effect**write with technical accuracy of syntax and punctuation in phrases, clauses and sentences*
use cohesion within and between paragraphs

Band D1

- Clauses usually grammatically accurate, mostly joined with *and, then, but*. Some simple sentences, often a brief sequence starting with pronoun and verb. Some connections between sentences, eg pronouns linking some references.
- Sentences sometimes demarcated by capital letters and full stops.

1 mark

Band D2

- Simple connectives *and, but, so, when* link clauses. Some sentences expanded with simple adverbials (*by the path*). Noun phrases are mostly simple with occasional expansion (*sweet blossom; woolly jumpers*). Relationships between sentences or clauses sometimes made explicit (eg contrast or reference chains or vocabulary choices). Brief concluding statement may be included.
- Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists.

2 marks

Band D3

- Sentences mostly grammatically sound. Some subordinating connectives may develop description (*where, if*) or some deliberate use of minor sentences (lacking main verb) for effect (*snowmen smiling in the icy winter; the birds sing with joy in their voices*). Adverbials (*birds singing; breaking through the mist*) and expanded noun phrases (*frozen duck pond; shining ice; birds chattering in the trees*) vary construction of sentences or are used in isolation for effect. Verbs are varied and tense is consistent. Some variation in subjects of sentences (*tree; people; birds; children*). Sections of text developed around topic sentences and ideas developed within sections. Connections between ideas established and maintained, eg contrast.
- Accurate sentence demarcation. Some commas mark phrases or clauses.

3 marks

Band D4

- Both compound and complex sentences may be used, with varied connectives, eg *which, while, that, as*. Mood is created by the controlled use of expanded phrases which build up relevant detail, often using compressed structures for economy (*the brown crinkled leaves; the sound of buzzing bees; the breeze blowing in your hair*). Additional words and phrases add precision. Organisation supports thorough coverage and emphasises main points.
- Punctuation almost always correctly used, including internal sentence punctuation.

4 marks

SECTION E**COMPOSITION AND EFFECT**

Assessment focuses: *write imaginative, interesting and thoughtful texts*
produce texts which are appropriate to task, reader and purpose
select appropriate and effective vocabulary

Band E1

- A short series of observations about the setting with some concrete details (*the trees have no leaves on*) or generalised atmospheric vocabulary or narrative elements.
- Details are sometimes included to interest the reader but listing may occur.

1 mark**Band E2**

- The description may be generalised; one sense may predominate. May consist of a series of simple observations including some listing of park features (*so many leaves on the trees*) or a very literal description of the pictures.
- Writing shows evidence of viewpoint, eg writer shows evidence of feelings or attitude towards the park (*look beautiful / feel happy*), either by simple expression or the use of evaluative words (writer places him / herself in the imagined situation) or reports objectively.
- Some vocabulary gives sensory description with some elaboration (*feel very cold, like ice*) but other references are imprecise.

2–3 marks**Band E3**

- Coverage is balanced, eg some aspects of the park are expanded, eg details (*the grass tickling your legs*); people (*children laughing*); a sense of location is conveyed.
- Viewpoint is established, eg scene viewed from the writer's perspective, with attempts to use a detached, impersonal tone, eg generalised 'you'.
- Stylistic choices contribute to descriptive effect, eg precise vocabulary (*robins pecking for worms*), images engaging a variety of senses or figurative language.

4–5 marks**Band E4**

- Description is adapted for readers, eg thorough coverage of a range of aspects of the two scenes with development of one or more aspects.
- Viewpoint is consistent and controlled, eg expressing attitude through emotive vocabulary or presenting a compatible (positive) view of both seasons.
- Stylistic features engage and interest, eg vivid description of the park (*thick blanket of white stretching to each side of the park; scraping and scrunching of feet on the snow*) or people or deliberate use of contrast between the seasons.

6–7 marks**Band E5**

- The description firmly engages the reader's interest. Ideas and experience are convincingly expressed and content is well shaped and focused on purpose, eg precise details (*in the direction of the setting sun*).
- The viewpoint is well controlled and convincing, creating a sense of immediacy and drawing the reader into the scene.
- A range of stylistic devices, eg figurative language (*the rain lashed down like icicles of glass*) is used to express attitudes and feelings.

8 marks

Exemplar script 1

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

simple connectives (below D2)

In wintertime:

some expansion with simple adverbials (D2)

simple noun phrases with some expansion (D2)

brief concluding statement is included (D2)

In the wintertime all leaves rust and fall of the tree's evry one is dressed up warme with scaff, cots, and hats the birds fly to a wame place some make a nest in treas and yous the rusty leves and twigs. all the children are playing on slages and ice scating on the pond because the water is frozen to a thick layer of ice. The sky is gray and snow drop's fell the snow covers the entier parck. the smell of frost is ice cold as you talk you see your breth and it fades into a fog. evryone enjoing winter.

comma used in a list (D2)

sentences sometimes demarcated (below D2)

In summertime:

In the summer evry on is dreesd up whit shout sleeves and wering sandals on there feet all the mums and dads say come and put some sun tan on children rowing in the lack the beirds all sing the leves on the trees are green pure green people have picknicks. children play with a ball all the flowers out all motycolored. people taking there dogs for a walk. the sky is blue the sun is red coulds arent out and peple feeding ducks. every on is enJoying summer

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Some use of expanded noun phrases and adverbials add detail to this piece. Not all sentences are correctly demarcated and where there are full stops, there are several instances of missing capitals. Commas have been used successfully in a list. The use of a brief concluding statement in each entry supports the award of 2 marks.
Band D2 – 2 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none">Some of the description is generalised and could be about 'the summer' rather than the specific task required (<i>all leaves rust, dads say come and put some sun tan on</i>). A range of senses are incorporated but visual description predominates (E2).Detached viewpoint with some comments on other people's feelings (<i>every on is enJoying summer</i>) (E2).Some vocabulary is giving sensory description (<i>dressed up warme, water is frozen</i>) but some references are less precise (<i>sky is gray</i>) (E2).
Summary
The two entries clearly indicate the seasons being described although there is a tendency to listing. There are some attempts to add detail although this tends to be quite simple.
Band E2 – 2 marks

Exemplar script 2

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

In wintertime:

The tree is bear and lonly not many birds, and the sound of skraching ice scates, crisping snow underneeth your feet snow balls coming at you from evry direction. Birds sloly disapiring in the sky. evrything whit. the ice is shining in the misty sun.

some sentences expanded with simple adverbials (D2)

In summertime:

the flowers are in bloom and the lack is glisning like a thouthnd dimons green grarce evrywhere, clear blue sky. trees ruslin green leves children playing Cack Mums having lunch people feeding the ducks, birds fluing home.

noun phrases mostly simple with some expansion (D2)

some connections between clauses (D2)

sentences sometimes correctly demarcated by full stops and capital letters (below D2)

Marking the writing test

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
Summary	<ul style="list-style-type: none"> Generalised description with a predominance of what can be seen and heard. Simple observations develop the scene (E2). A detached viewpoint is adopted to report the scene objectively (E2). Sensory description provided (<i>bear and lonly, sound of skraching ice scates, ice is shining</i>) with some examples of elaboration (<i>Birds sloly disapiring in the sky, glisning like a thouthnd dimons</i>) (E2).
Mostly simple sentences with some use of adverbials and expanded noun phrases. Attempts to provide description result in use of clauses rather than full sentences in places. Sentence demarcation is often inaccurate, as is the use of commas.	Summary
	The entries are relevant to the season they describe and attempts have been made to engage the reader through the use of present tense, which adds immediacy. The use of some sensory description and elaborated detail supports the award of the top mark in this band.
Band D2 – 2 marks	Band E2 – 3 marks

Exemplar script 3

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

adverbials and expanded noun phrases vary sentence construction (D3)

verbs are varied (D3)

variation in subjects of sentences (D3)

some subordinating connectives develop description (D3)

In wintertime:

The snow has fallen everywhere and has buried all the spring and summer flowers. The trees autumn leaves have drooped and too are buried. The children have fun sledging and skating. A robin's nest is covered by snow. The pond has frozen up and is being used for ice skating. Then suddenly, all the snow starts to melt and all the beginnings of snowmen melt and the trees bare branches of snow have gone.

some commas mark phrases (D3)

In summertime:

Now all of the snow has gone, summertime has come. All of the leaves have grown back onto the trees and grass has sprung up. The flowers by the side of the tree have been un-buried and butterflys have come to flutter round. The pond is no longer frozen and so people sail and swim in the warm water. Children who run around in shorts and shirts are playing ball. Cyclist, cycle round the pond. The wildlife of birds have been driven out and are flying in the deep blue sky.

topic sentence followed by more description (D3)

connections between ideas are established and develop contrast (D3)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
The grammatically sound sentences and control of the tense, combined with sound structuring through use of topic sentences, leads to 3 marks. Greater links between the two sections, leading to more developed contrasts, would be necessary for the higher band.
Band D3 – 3 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none">A range of features of the park are described, with details (<i>all the beginnings of snowmen melt</i>); people (<i>children have fun sledging</i>) and a sense of location (<i>snow has fallen everywhere, The pond has frozen, The flowers by the side of the tree</i>) being depicted (E3).The viewpoint of a detached observer is established (E3).Precise vocabulary and images which engage the reader help to develop the description (<i>bare branches of snow have gone, grass has sprung up, butterflys have come to flutter round</i>) (E3).
Summary
The entries give even coverage of the park in the two different seasons. Careful observation is demonstrated through the people's involvement in a range of activities and the description of their surroundings.
Band E3 – 4 marks

Exemplar script 4

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

In wintertime:

adverbials vary sentence construction (D3)

use of subordinating connective (D3)

In winter you can hear the **howling wind** **whistling in your ears** and the snow crunching **benithe your feet**. You can hear the snowballs hitting smashing on people's couts the peoples laughter off the snow up the shoes and people sledJing down hills. **you** can hear the chitter and chatter off people's teeth smashing together **because there as** **cold as an ice burg**. The sound off a robin in **the dull snowy sky** the smell off hot Sunday meals **whating on the table**.

some demarcation errors (below D3)

In summertime:

expanded noun phrases (D3)

In the summer you can feel a **cool breeze** on your face and newborn birds fling in the sky the smell and taste of an cold smoth ice cream on your lips. The sound of happiness children laughing and the ball been kicked around thumb thumb. **The fresh air** and the flowers are bluming. **The red hot sun** in the bright blue sky beaming all rays to earth the sun a yellow bull floting in the sky. seeing a white puffed up pillow that is an **enourmos** **cloud** floting and kids on a big blue bike.

connections of ideas to show contrast (D3)

Marking the writing test

<p>SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION</p> <p>Summary</p>	<p>COMPOSITION & EFFECT</p> <ul style="list-style-type: none"> There is a slight predominance of aural imagery in the first entry characterised by the repetition of <i>you can hear</i> but across both entries a more holistic sensory picture is developed. Some details are expanded (<i>howling wind whistling, cold as an ice burg</i>) and there are references to people involved in the scene (<i>peoples laughter, chitter and chatter off people's teeth</i>) (E3). Some of the description is from the writer's viewpoint with some feelings being expressed (<i>sound of happiness</i>), however, an impersonal tone is also used, shown through use of generalised 'you' (<i>you can hear, your face, your lips</i>) (E3). Precise vocabulary (<i>newborn birds fling in the sky, cold smoth ice cream</i>) together with the use of figurative language (<i>white puffed up pillow that is an enourmos cloud</i>) creates an engaging piece (E3).
<p>The tense is consistent throughout and a varied selection of verbs is used. Although the sentences are, in the main, grammatically sound, there are some repetitive structures and some demarcation errors.</p>	<p>Summary</p> <p>The two descriptions are clearly drawn from the visual stimuli but the choices of vocabulary have helped to create images which engage a number of senses. The piece does not have any clear and deliberate use of contrasts between the two seasons and, as the viewpoint is not yet consistent or controlled, the mark remains at the top of Band E3.</p>
<p>Band D3 – 3 marks</p>	<p>Band E3 – 5 marks</p>

Exemplar script 5

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

Marking the writing test

In wintertime:

In winter the park is picturesque. It's magnificent trees wrapped in a crunchy, soft snow gently sways from side to side in the breeze. Snowmen are built and some adventurous children skate on the frozen pond. Everyone in the park has a broad smile hidden under their scarfs. The crispy snow makes a slight noise whenever someone treads on the white ground. Amongst the white trees little robins sing so sweetly as if their voices are made of honey. Snowballs are thrown, gloves get lost and snowmen wear hats. The icy air greets the faces of everyone, happy to be alive. The biting cold isn't a problem to anyone because everyone is having a icy but pleasant time.

varied connectives used (D4)

expanded phrases build up relevant detail (D4)

varied subjects (D4)

additional words and phrases add precision (D4)

compressed structures (D4)

varied sentence focus (D4)

internal sentence punctuation (D4)

In summertime:

In the lovely, hot days of summer the park is up to its very best. The little flowers are beautiful and elegant standing as high as they can to get noticed. There are rows and rows of flowers all neatly lined up. Picnic baskets are dotted all over the park. As the sun is shining people play games climb trees and enjoy themselves. The warm sun lets a gentle breeze run along the park. The glowing water in the little pond glistens as much as it can. Everyone is happy.

development of ideas (D4)

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION
Summary
Sentence structure is varied by the use of varied subjects, adverbials and subordination. There is also appropriate use of internal sentence punctuation, with commas used to mark phrases and within lists. Tense use is consistent and a variety of verbs have been used, including passive forms.
Band D4 – 4 marks

COMPOSITION & EFFECT
<ul style="list-style-type: none">Thorough coverage of many aspects of the park, which develops a clear contrast between the two scenes while developing the descriptions (E4).A consistent viewpoint is adopted offering distanced commentary but with some use of emotive language and personal opinion implicit (<i>magnificent trees, robins sing so sweetly, flowers are beautiful and elegant</i>) (E4).Engaging language has been used (<i>crunchy, soft snow, as if their voices are made of honey, dotted all over the park</i>) (E4).
Summary
This is quite an ambitious piece with the writer attempting to engage the reader through the use of some adventurous vocabulary. A consistent, positive viewpoint is maintained, allowing the writer to draw out different elements of the park in each season and thereby indicating the contrasts between the two seasons.
Band E4 – 6 marks

Exemplar script 6

SENTENCE STRUCTURE

PUNCTUATION & TEXT ORGANISATION

compressed structure for economy (D4)

expanded noun phrases build up relevant detail (D4)

varied connectives (D4)

additional phrases add shades of meaning (D4)

In wintertime:

Crisp, white snow covers the ground, like icing on a cake. The oak tree is bare, providing no warmth from the freezing wind. A thick coat of ice smothers the lake. But still everyone's happy. Snow people with massive grins are dotted here and there. People are skating on the ice, and tobogganing down the steep, lifeless hills.

In summertime:

The birds sing their songs, a sweet 'chirrip'. People swim and row their boats on the sparkling lake, while butterflies flutter by.

Flowers bloom everywhere, their petals bright and cheery like the footballers smiles. The oak tree is now a shady place from the blistering heat, the perfect place for a picnic.

controlled use of commas for a range of purposes (D4)

Marking the writing test

SENTENCE STRUCTURE, PUNCTUATION & TEXT ORGANISATION	COMPOSITION & EFFECT
<p>Summary</p> <p>A variety of sentence structures has been used, with compressed structures expressing ideas economically. Punctuation is almost all correct, including the use of commas to separate important adverbial phrases.</p>	<ul style="list-style-type: none">The reader is engaged in this piece through the well-shaped description which shows the contrasting seasons and repeats images to highlight differences (<i>oak tree is bare / oak tree is now a shady place</i>) (E5).A positive view of each season is conveyed with the writer's viewpoint being well controlled and convincing throughout. The feelings of the participants in the scene are evident (<i>everyone's happy</i>) and help to create a sense of immediacy (E5).Figurative language is used (<i>ice smothers the lake</i>) alongside other stylistic devices (<i>thick coat of ice, their petals bright and cheery, butterflies flutter by</i>) which convey a vivid description of the scene (E5).
	<p>Summary</p> <p>The writing is very controlled, with concision and precision being used to good effect.</p>
Band D4 – 4 marks	Band E5 – 8 marks

Marking the spelling test

Quick reference mark scheme for the spelling test

- | | |
|---------------|----------------|
| 1. changed | 11. beautiful |
| 2. continues | 12. expression |
| 3. performed | 13. laughing |
| 4. difficult | 14. planning |
| 5. equipment | 15. piece |
| 6. arrival | 16. certain |
| 7. forced | 17. favourites |
| 8. colourful | 18. usually |
| 9. imagine | 19. forward |
| 10. tradition | 20. remember |

Scoring spelling

Count the number of words spelled correctly and enter this score (out of 20) on the cover of the spelling test. Using the table below, calculate the spelling mark (out of 7) and record this on the cover. Transfer this mark to the writing mark box.

Number of correct words	Spelling test mark
0	0
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

Using the outcomes of the tests

This section provides information about interpreting the scores from the year 5 tests in English. It explains how teachers can use the test scores to find out more about pupils' attainments in the national curriculum, and about their performance in comparison with other pupils of the same age.

In order to make use of the information in this section, you should administer the tests according to the guidance given in this booklet. It is particularly important that you observe the time limits given in the test instructions, and mark questions strictly according to the mark schemes. If not, the information derived from this section cannot be used reliably.

To establish the national curriculum level attained, you must first begin with a raw score. For the reading test, you should total the marks for each pupil. For the writing test, the total score is comprised of the following elements: longer task, shorter task, handwriting and spelling. You should add the marks obtained on the longer and shorter tasks and the scores for handwriting. The number of words spelled correctly on the spelling test should be converted to a mark. This mark (out of 7) should be added to the score on the two writing tasks. It is not possible to calculate the level attained by a pupil if they do not complete all three parts of the writing test.

This will give you the raw scores for each pupil for reading and for writing.

Finding the level

Details of the reading and writing level thresholds can be found on page 64.

Information about age standardised scores as well as the age standardised scores in reading can be found on pages 65–67.

Reading and writing analysis sheets

Analysis sheets are provided in this *Teacher's guide* for the reading and the writing tests. Completion of these will provide further information about pupils' skills in reading and writing and could usefully form part of the transfer of information from one class teacher to another.

National curriculum levels

The following tables give an indication of the national curriculum levels for pupils attaining each of the score bands in the tests.

For the reading test, total the marks on both sections of the test.

For writing, add together the total scores for the longer writing task, the shorter writing task, handwriting and spelling (out of 7).

Reading test (maximum mark 48)

Below level 3	0–11 marks
Level 3	12–20 marks
3C	12–14
3B	15–17
3A	18–20
Level 4	21–33 marks
4C	21–24
4B	25–29
4A	30–33
Level 5	34+ marks

Writing test (maximum mark 50)

Below level 3	0–12 marks
Level 3	13–22 marks
3C	13–15
3B	16–19
3A	20–22
Level 4	23–33 marks
4C	23–25
4B	26–30
4A	31–33
Level 5	34+ marks

Age standardised scores

This section explains how to work out age standardised scores for reading. They are not available for writing.

Age standardised scores take into account a pupil's age in years and months, so you have a better indication of how each pupil is performing relative to other pupils of the same age. It also means that the tests can be administered at different points in the school year including, in the case of year 5 tests, in the first half of the autumn term in year 6, and comparative information still be obtained. The standardised scores in this booklet cover the age range 9 years 5 months to 11 years 3 months. If you have decided to give the test to pupils outside this range, you will not be able to use the table. You will still, though, be able to calculate national curriculum levels.

To convert a raw score into an age standardised score:

- list the ages of all pupils in your class in *years and completed months* at the time of testing
- for each pupil, locate his or her age in years and months along the top of the table
- locate the pupil's raw score down the left side of the table
- read off the standardised score from where the row and column meet.

Statistically, the average standardised score is 100. A higher score is above average and a score below 100 is below average. About two-thirds of pupils will have standardised scores between 85 and 115. Almost all pupils fall within the range 70 to 130, so scores outside this range can be regarded as exceptional.

National comparisons – using the shaded bands

The tables of standardised scores are divided into five shaded bands. These bands give an indication of how the scores relate to the national population. The band nearest the top of the table contains the scores that correspond to the lowest fifth of the population; the next band, the next fifth; and so on. If a pupil has a score in the final band, you know that his or her score is in the top 20 per cent nationally, once age has been taken into account.

Very low and very high standardised scores are printed in the table as ***. This means that they would be below the lowest score in the table or above the highest, but cannot be calculated with the necessary degree of statistical reliability. If an exact score is needed, for example to calculate an average for the class, 69 or 141 should be used as appropriate for these pupils.

Making use of age standardised scores

If you choose to work out age standardised scores, you may use this additional information about the pupils' performance in various ways, for example:

- Age standardised scores could be averaged across a group, for example a class or year group. In the average school, year group or class, the mean score should be close to 100; if it is much above or below this, the performance of your class or school varies from the national average.
- You may include it as part of the information to parents, eg: *an age standardised score of 112 shows us that the test performance was above average for his or her age.* Remember that parents will not necessarily understand an age standardised score if it is quoted without any explanation.
- You may be able to identify patterns and results which indicate teaching and learning issues to be addressed, eg *the difference between older / younger pupils' performance.*
- Similarly, age standardised scores can be used to work out the differences between boys and girls, or between pupils who have English as an additional language and those who do not, to compare the performance of these groups. In order to provide useful information, these groups need to be reasonably large; small groups will not provide reliable information.
- The progress made by an individual, a class or a school can be monitored from one year to the next. Age standardised scores can be calculated and reported for individual pupils. However, because of the nature of the scores and the fact that they are a statistical estimate (see 'Confidence bands' below), the scores are much more reliable when calculated for groups of pupils. In addition, if reported to parents, the fact that a pupil who is making typical progress from year to year will remain on a similar age standardised score will need to be explained.

Confidence bands

As the standardised scores in the table are derived only from one short test, some margin of error is inevitable, as is the case for all standardised tests. A margin of error does not mean pupils have been assessed incorrectly. It is simply a statistical estimate, based on the fact that tests can only sample the particular area of learning which they assess. To indicate how wide this margin of error is likely to be, a '90 per cent confidence band' has been calculated. This means that you can have 90 per cent certainty that the true score lies within the confidence band. In this case, the 90 per cent confidence band is plus or minus 7. So, for example, if a pupil has a standardised score of 110 in reading, you can be 90 per cent certain that the pupil's true score is between 103 and 117.

Age standardised scores for reading

Raw score	Age in years and months																						
	9.05	9.06	9.07	9.08	9.09	9.10	9.11	10.00	10.01	10.02	10.03	10.04	10.05	10.06	10.07	10.08	10.09	10.10	10.11	11.00	11.01	11.02	11.03
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
2	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
3	71	71	70	70	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
4	75	74	74	73	73	72	72	71	70	70	***	***	***	***	***	***	***	***	***	***	***	***	***
5	78	77	76	76	75	75	74	74	73	73	72	72	71	71	70	70	***	***	***	***	***	***	***
6	80	79	79	78	78	77	77	76	76	75	75	74	74	73	72	72	71	71	70	70	***	***	***
7	82	82	81	80	80	79	79	78	78	77	77	76	76	75	75	74	73	73	72	72	71	71	70
8	84	84	83	82	82	81	81	80	80	79	78	78	77	77	76	76	75	75	74	74	73	73	72
9	86	85	85	84	84	83	82	82	81	81	80	80	79	78	78	77	77	76	76	75	75	74	74
10	88	87	86	86	85	85	84	84	83	82	82	81	81	80	79	79	78	78	77	77	76	76	75
11	89	89	88	87	87	86	86	85	85	84	83	83	82	82	81	80	80	79	79	78	78	77	77
12	91	90	89	89	88	88	87	87	86	85	85	84	84	83	82	82	81	81	80	80	79	78	78
13	92	92	91	90	90	89	88	88	87	87	86	86	85	84	84	83	83	82	81	81	80	80	79
14	93	93	92	92	91	90	90	89	89	88	87	87	86	86	85	85	84	83	83	82	82	81	80
15	95	94	94	93	92	92	91	90	90	89	89	88	87	87	86	86	85	85	84	83	83	82	82
16	96	96	95	94	94	93	92	92	91	90	90	89	89	88	88	87	86	86	85	85	84	83	83
17	98	97	96	96	95	94	94	93	92	92	91	90	90	89	89	88	88	87	86	86	85	85	84
18	99	98	98	97	96	95	95	94	94	93	92	92	91	90	90	89	89	88	87	87	86	86	85
19	101	100	99	98	98	97	96	95	95	94	94	93	92	92	91	90	90	89	89	88	87	87	86
20	102	101	101	100	99	98	97	97	96	95	95	94	93	93	92	92	91	90	90	89	88	88	87
21	103	103	102	101	100	100	99	98	97	97	96	95	95	94	93	93	92	91	91	90	90	89	88
22	105	104	103	102	102	101	100	100	99	98	97	96	96	95	94	94	93	93	92	91	91	90	89
23	107	106	105	104	103	102	102	101	100	99	99	98	97	96	96	95	94	94	93	93	92	91	91
24	108	107	106	106	105	104	103	102	101	101	100	99	98	98	97	96	96	95	94	94	93	92	92
25	109	109	108	107	106	105	105	104	103	102	101	101	100	99	98	98	97	96	95	95	94	93	93
26	111	110	109	108	108	107	106	105	104	104	103	102	101	100	100	99	98	97	97	96	95	95	94
27	112	112	111	110	109	108	108	107	106	105	104	103	103	102	101	100	100	99	98	97	96	96	95
28	114	113	112	111	111	110	109	108	107	107	106	105	104	103	102	102	101	100	100	99	98	97	96
29	115	115	114	113	112	111	110	110	109	108	107	106	106	105	104	103	102	102	101	100	99	99	98
30	117	116	115	114	114	113	112	111	110	110	109	108	107	106	106	105	104	103	102	101	101	100	99
31	119	118	117	116	115	114	114	113	112	111	110	110	109	108	107	106	105	105	104	103	102	101	101
32	120	119	119	118	117	116	115	114	114	113	112	111	110	110	109	108	107	106	105	105	104	103	102
33	122	121	120	119	119	118	117	116	115	114	114	113	112	111	110	110	109	108	107	106	106	105	104
34	123	122	122	121	120	119	119	118	117	116	115	115	114	113	112	111	110	110	109	108	107	106	106
35	125	124	123	123	122	121	121	120	119	118	117	116	116	115	114	113	112	111	111	110	109	108	108
36	126	126	125	124	124	123	122	121	121	120	119	118	117	117	116	115	114	113	113	112	111	110	109
37	128	127	127	126	125	125	124	123	123	122	121	120	120	119	118	117	116	115	115	114	113	112	111
38	130	129	129	128	127	127	126	125	124	124	123	122	122	121	120	119	118	118	117	116	115	114	113
39	132	131	131	130	129	129	128	127	126	126	125	124	124	123	122	121	121	120	119	118	117	117	116
40	134	134	133	132	131	131	130	129	129	128	127	126	126	125	124	124	123	122	121	121	120	119	118
41	137	136	135	135	134	133	132	132	131	130	130	129	128	127	127	126	125	125	124	123	123	122	121
42	139	139	138	137	137	136	135	134	134	133	132	132	131	130	130	129	128	127	127	126	125	125	124
43	***	***	***	***	140	139	138	138	137	136	136	135	134	133	133	132	131	131	130	129	128	128	127
44	***	***	***	***	***	***	***	***	***	140	139	139	138	137	136	136	135	134	134	133	132	131	131
45	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	140	139	138	138	137	136
46	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
47	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
48	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Age standardised scores

This page may be used for your own notes

page for your own notes

Photocopiable pages

Contents

Spelling test	2 pages
Longer task writing prompt and planning These pages may be photocopied on A3 paper, if you wish.	2 pages
Longer task writing template These pages may be photocopied on A3 paper, if you wish.	2 pages
Shorter task writing prompt	1 page
Shorter task writing template	1 page
Reading test analysis sheet	1 page
Writing tasks analysis sheet	1 page
Guidance for teaching assistants	2 pages

Name: _____ Date: _____

Steelpan Music

Each year steel bands play an important role in the Notting Hill Carnival in London. A lot has _____ since the carnival began, when bands used to walk through the streets. Now, just one band _____ to walk the four-mile parade route while others are driven past on floats. The leader of this band has _____ at every carnival since 1964. The leader explained that, until recently, it was _____ for the band to be heard over the noise of the huge sound systems. Now, they have their own float with amplification _____ and the musicians walk behind it, carrying the steel pans around their necks.

☐
1☐
2☐
3☐
4☐
5

“The _____ of sound systems has
 _____ us to do this so people can hear us
 better. Now there are the big _____ floats,
 people can’t _____ it really started with
 walking. I keep the _____ of walking
 because I think it is _____. You can see
 everyone’s _____, everybody smiling and
 _____.”

This year the band is _____ to play a new
 calypso _____, as well as
 _____ well-known _____.

“I _____ go for the old tunes. People look
 _____ to hearing the ones that they
 _____.”

6

7

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19

20

Total

Name: _____ Date: _____

Improve our playground

Your school has been awarded some money in order to improve the school grounds. The headteacher wants to know how you think the money should be spent and has put up this notice:



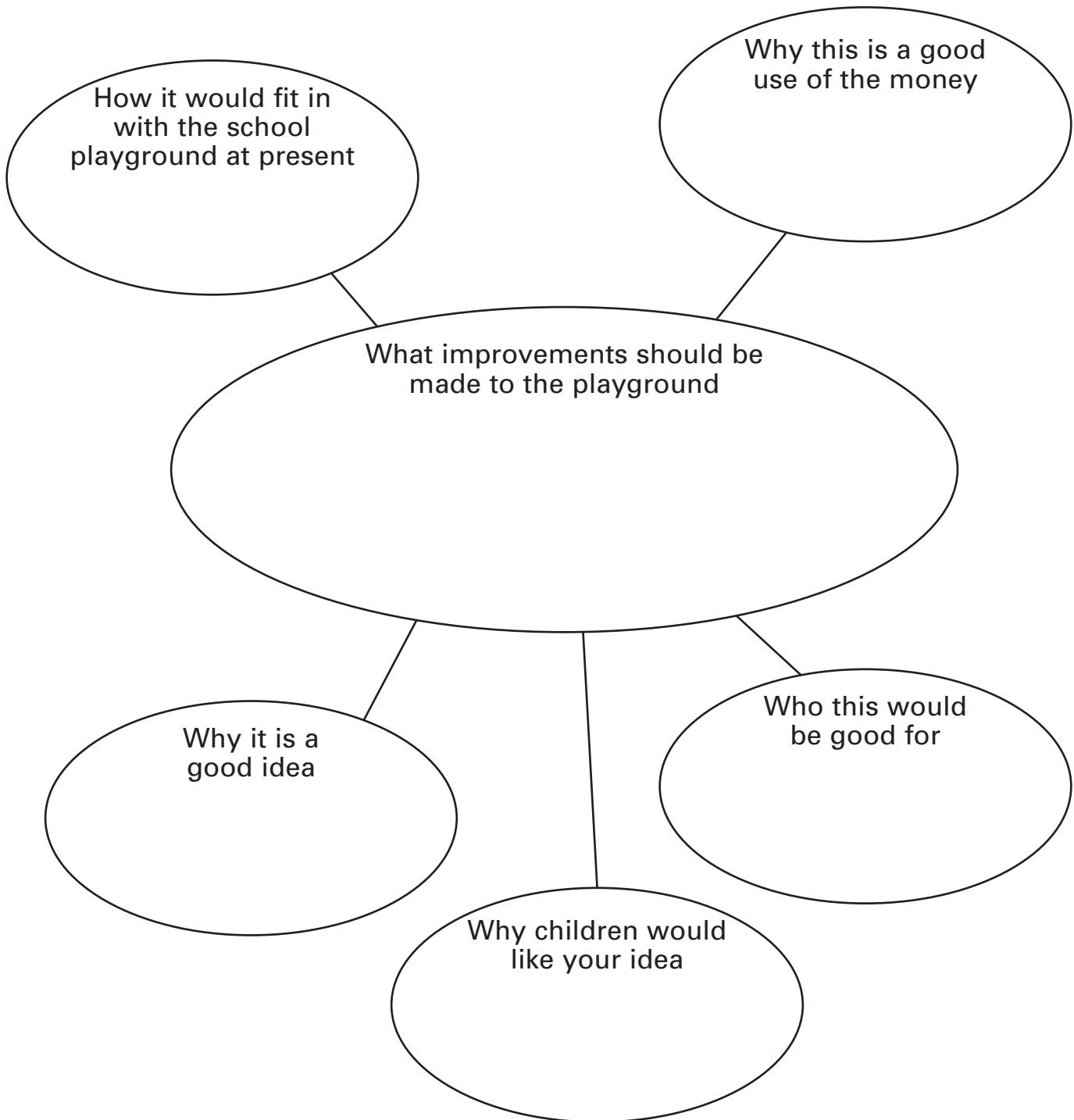
Improve our playground!

We have been given some money to improve our playground. There have been lots of suggestions about what could be done, such as a swimming pool, new playground equipment, a nature area or a school garden. If you have any ideas about how you think we should spend the money to make improvements, write them down on a suggestion form.

Headteacher

Your task is to write about the changes you would like to see and why these would make things better.

Planning



Words or phrases to persuade the headteacher

Improve our playground

[illegible]

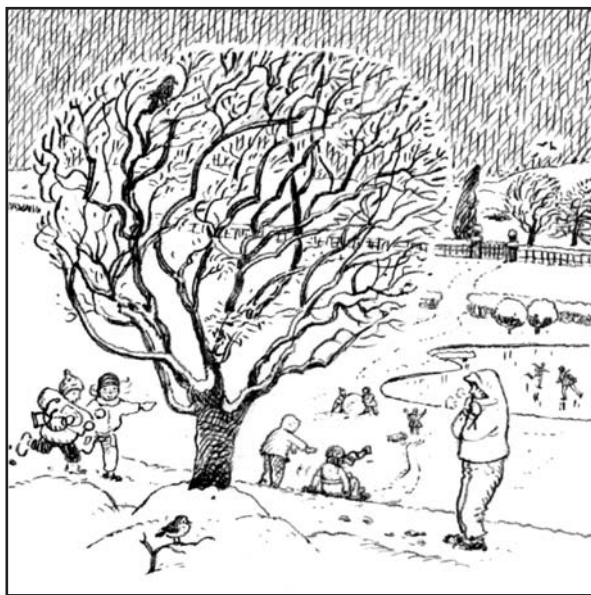
If you need more paper, ask your teacher.
If you have finished, use this time to check your work carefully.

Name: _____ Date: _____

The changing park

There will be a display in school, showing places in your town that change in different seasons. You have been chosen to write about how the park changes.

Look at these two pictures of a park – one showing what it is like in winter, and one showing what it is like in summer.



Your task is to write a description of two scenes, describing what the park is like and the way the park changes from winter to summer.

Think about the sights, sounds and smells that make it special in each season.

The changing park

In wintertime:

In summertime:

Reading test analysis sheet – year 5

Optional reading assessment record for the year 5 test

Pupil's name:

Date:

In the boxes, indicate the mark attained on each question (use – to show that question was omitted). The numbers show the marks available for each question.

<i>Introduction / Did You Know ? Dazzling Dragonflies</i>	<i>The Dragonfly</i>	<i>Carnival in Britain / Overview</i>
Assessment focus 2		
<div> <div>1</div> <div>1</div> <div>1</div> <div>2</div> </div> <div>Q1 Q2 Q3 Q4</div>	<div> <div>1</div> </div> <div>Q13</div>	<div> <div>1</div> <div>1</div> <div>1</div> <div>2</div> </div> <div>Q24 Q25 Q26 Q28</div> <div> <div>1</div> <div>1</div> </div> <div>Q29 Q31</div>
<div> <div>1</div> <div>1</div> <div>1</div> <div>2</div> <div>1</div> </div> <div>Q6a Q6b Q7a Q7b Q8</div>		
Assessment focus 3		
<div> <div>1</div> </div> <div>Q5</div>	<div> <div>1</div> <div>2</div> <div>1</div> <div>1</div> </div> <div>Q11 Q15 Q16 Q17</div> <div> <div>2</div> <div>1</div> <div>3</div> <div>1</div> </div> <div>Q19 Q20a Q21 Q22</div>	<div> <div>1</div> <div>2</div> </div> <div>Q30 Q32</div>
Assessment focuses 4, 5 and 6		
<div> <div>1</div> </div> <div>AF4 Q9</div>	<div> <div>1</div> <div>1</div> <div>2</div> <div>1</div> </div> <div>AF6 AF4 AF4 AF5 Q10 Q12 Q14 Q18</div> <div> <div>1</div> <div>2</div> </div> <div>AF4 AF6 Q20b Q23</div>	<div> <div>2</div> <div>2</div> </div> <div>AF5 AF6 Q27 Q33</div>

Other features, eg interest level / attitude, stamina, pattern of omissions, strengths, weaknesses, use of time, test-taking strategies.

Next steps with pupil / class

Total

Reading level

Age standardised
score

Writing tasks analysis sheet – year 5

Optional writing assessment record for the year 5 test

Pupil's name:

Date:

This record sheet is provided to help you note evidence of achievement in the writing tasks. There is no need to record detailed observations for each of these features – **brief notes are sufficient**. You may wish to refer to the writing assessment focuses to inform your observations.

Longer task: *Improve our playground*

Sentence structure and punctuation

Text structure and organisation

Composition and effect

Shorter task: *The changing park*

Sentence structure, punctuation and text organisation

Composition and effect

Handwriting

Spelling (out of 7)

Notes for next steps with pupil / class

Total

Writing level

Guidance for teaching assistants

This guidance is for teaching assistants or other adults assisting in the administration of the year 5 optional tests. If a teaching assistant is to administer any parts of the tests independently to a group of pupils, they will need to follow the administration instructions found in the main part of the Teacher's guide.

Please read this guidance carefully as it gives information about the different tests, specifies what help may or may not be given to pupils taking the tests and has additional guidance for adults scribing answers for pupils. **If pupils are given too much help, the test results may be invalid.**

There are two assessments: reading and writing. They are based around the theme of transformation and cover aspects of the programme of study in English for key stage 2 at levels 3–5. The reading assessment has a reading booklet and a Reading Answer Booklet. The writing assessment has two writing tasks and one spelling test. Pupils will do the reading assessment before the writing assessment, as the two writing tasks are related to the reading booklets.

Reading test

- *Changes*
- Reading Answer Booklet

The answer booklet is divided into sections with questions about different parts of the reading booklet. After a short introduction and 15 minutes' reading time, pupils should have **45 minutes** to answer questions. The whole test should be completed in a single session.

Guidance for assisting pupils

You may:

- read the cover of *Changes* with pupils
- help them read page 3 of the answer booklet
- ask pupils to read a question again to themselves, if they claim that they do not understand it
- encourage pupils not to give up at the first difficult question because there may be easier questions further on
- indicate any omitted questions when pupils have finished that they should go back and try to answer.

You should not:

- give help with reading the booklet or any questions when pupils are working on their own
- give clues which help the pupils to work out an answer to a question
- rephrase or rewrite any part of the test
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

If you are to write down or type the pupil's answers for them, you should write exactly what the pupil says. You should not indicate to the pupil that they need to expand or delete any answer or rephrase any parts of their answer.

Spelling test

- *Steelpan Music* passage.

The pupils listen while the teacher reads through the passage. The teacher then re-reads the passage, pausing at the gaps in which the pupils write the missing words. The test should take about **10–15 minutes**.

You may:

- read aloud any section of the passage to the pupils
- remind pupils about which word they need to fill in which space
- repeat the target words as often as necessary.

You should not:

- tell pupils how to spell words
- deliberately sound out words or emphasise spelling patterns
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding or offering rubbers.

If you are to write down or type the pupil's answers for them, you should write exactly the letters the pupil says. You should not indicate to the pupil that they need to write more letters or delete letters from any word.

Writing test

The writing test asks for two pieces of writing from the pupils:

- the longer task is to write a letter to the headteacher with some suggestions for ways in which the school playground could be improved
- the shorter task is to write about how a local park changes in the winter and summer.

After a short introduction, pupils should have **40 minutes** for the longer writing task and **25 minutes** for the shorter task. These tasks can be done on the same day, with a break between the two sessions, or they may be done on different days.

You may:

- read any part of the prompt or planning sheet to the pupils
- in the shorter task, explain that pupils can write about any local open space with which they are familiar
- encourage pupils to attempt to spell words on their own.

You should not:

- give the pupils any ideas about what to write in the longer task apart from the ideas given on the prompt or planning sheet
- give the pupils any help with organising or punctuating the writing
- give the pupils any help with the spelling of words.

If you are to write down or type the pupil's writing for them, you should write exactly what the pupil says and not rephrase any parts of their writing. The pupil should be able to see what you are writing as you write. You should put in punctuation such as full stops, commas and capital letters only where the pupil indicates. The pupil does not have to spell any words used in his or her writing, as spelling is not assessed in these tasks.

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