



THE LITERACY
COMPANY

Exemplification materials to support assessment

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Year 5

C = Composition	GP = Grammar and Punctuation	T = Transcription
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Produced alongside practitioners to support teachers with the assessment of writing.

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Upton Heath C of E Primary School, Chester

Working on Y5 national standard

This collection demonstrates evidence that the pupil is able to **work on Y5 national standards** across a range of tasks. Y5 national standards are **not fully met** yet. All writing is completely independent and some edits have been made at the point of writing to make corrections, revisions and additions.

Composition:

The pupil is beginning to demonstrate an awareness of audience through the selection of appropriate content and is often able to select the appropriate form and use some techniques to engage the reader e.g. repetition of a catchphrase, some figurative language in fiction and technical vocabulary in non-fiction. The pupil adapts sentence length to change and enhance meaning though not always accurately. Settings are developed effectively but further evidence of characterisation is needed to ensure the year 5 standards are fully met. The purpose of the tasks is not always maintained. For example, when writing from a spectator's point of view about watching Annie Taylor go over the falls in a barrel (piece 5), the writing did not focus on what the spectator saw happening to the barrel as had been discussed with the teacher. The piece quickly moves to the end of the event rather than focusing on the moment and sounds similar to the newspaper report in the second half.

The pupil is able to use paragraphs to organise information and narrative. Adverbials for time are used effectively in non-fiction to structure and organise the text (*Over two million years ago, the first era, the next period, on the 24th October*) In narrative, the pupil uses simple adverbials (*then, suddenly, after that*). A range of appropriate tense choices are made accurately to aid cohesion (past and present progressive, past perfect *had broken, had just done*) To meet the composition standard at Y5, the pupil needs to develop their range of adverbs and adverbial phrases for time, place and number, particularly in narrative.

Grammar and Punctuation:

The pupil uses a variety of sentences extended with a growing range of conjunctions (*when, as, which means, because, while, that, but, and*) which are punctuated mostly accurately. Writing demonstrates use of expanded noun phrases and preposition phrases (*crystal clear, blue water thrashing over the top of the falls; big brown barrel spinning slowly at the top of a waterfall; the sound of the buzzing bees circling the beautiful, colourful flowers was all around*). However, at times there is overuse of noun phrases demonstrating a lack of control. Relative clauses are used effectively and frequently to add description and detail. Further evidence of adverbs and modal verbs to indicate degrees of possibility are required to meet the Y5 standard.

Basic sentence punctuation is mostly accurate (full stops, exclamation marks and capital letters). Commas are used after fronted adverbials and sometimes to clarify meaning. There is evidence of apostrophes for possession (*Varmint's flashback*). Brackets and commas are used accurately to indicate parenthesis. There is some accurate use of inverted commas and other punctuation to indicate direct speech. Further opportunities to apply dialogue in narrative would evidence this further.

Transcription:

Handwriting is legible and fluent with some diagonal and horizontal strokes.

The spelling of many words is correct but the pupil needs to use and spell more challenging words including those from the Y3/4 and Y5/6 words lists.

Working on Y5 national standard

There are five completed pieces of work within this exemplification

Piece 1- Poetry

The first piece is a poem based on the Varmints where the pupil had to use free verse and figurative language to describe the feelings of the characters. The pupil was encouraged to make improvements in vocabulary.

Piece 2- Information

The piece of work titled 'Prehistoric life' was a non-chronological report which details periods of early human life.

Piece 3- Narrative

After a class study on the text 'The Varmints', the pupil was asked to write a flashback to describe what had happened. The first sentence was given.

Piece 4- Newspaper report

This work relates to a class study of the book 'Queen of the falls'. The pupil completed a short newspaper report based on events from the text.

Piece 5- Recount

The task was to write in role as a spectator on the day when Annie Taylor went over Niagara Falls in a barrel. The pupil was asked to focus on what was happening to the barrel, including expanded noun phrases, emotions and adverbials.

Piece 1

Spelling mostly accurate,
except 'peices'

T

Build cohesion
using tense
choices:

*My heart had
broken*
Fear cornered me
I was broken
I had just woken

C

Some evidence of
noun phrases
conveying
complicated
information with
greater precision

GP

When the others came,
I felt like my heart had broken into tiny peices,
The horrible feelings crept through my body,
As fear cornered around me,
Like I was a tiny mouse and fear was a giant monster,
Fear was winning the fight.

Demonstrates
an awareness
of audience to
entertain and
engage the
reader
(repetition of a
catch phrase)

C

Evaluate the
effectiveness
of own writing
suggesting
grammar and
vocabulary
improvements

C

When the others came,
I felt was broken and startled,
Like I had just woken up from a nightmare,
I felt like Peace had just betrayed me,
While the devastated feeling devastation circled my
mind.

Punctuation at Y4 standard is
used accurately

GP

Accurate
spelling of
some suffixes
-ation

T

Piece 2

Use of commas clarify meaning or avoid ambiguity

GP

Accurate spelling of some suffixes

-ent T

Select the appropriate form for writing

C

Prehistoric Life

Over two million years ago, when humans lived in caves, the earth was very different from what it is now. The humans, known as Homo sapiens, lived in three different eras called Palaeolithic, Mesolithic and Neolithic (Stone Age, Bronze Age and Iron Age). They survived by using clever tricks to catch their food and stay alive. This was also a time when the smart people didn't have a written language (Prehistory)

The first time is era was the stone age (Paleolithic) In this period Early Humans used stone for tools, weapons and everyday objects. The people in this time were nomadic which means they moved from one place to another. They used symbols to communicate and painted on cave walls to show how they lived. In the winter, when it was freezing cold, they used animal skins for warmth and they hunted for huge feirce animals so are were known as Hhunter Ggatherers. They also ate colourful juicy fruit and berries. For nutrition.

The next period is called the Bronze Age (Mesolithic). In this time the people dicovered how to make Bronze, they would mix and melt copper and tin and pour the liquid in to a soft clay mould, then leave it to cool, then knock away the clay and reveel the bronze! They made spears, daggers and lots of other types of weapons. In this time they used bronze more than stone because it was stronger.

Relative clauses add detail or description

which when GP

Brackets indicate parenthesis

GP

Proof read for punctuation errors

C

Commas after fronted adverbials

GP

Adverbs and adverbials build cohesion across paragraphs

C

Modal verbs indicate degrees of possibility

GP

Accurate spelling of common homophones: which, were

T

Accurate spelling of words from

Y3/4 list: earth, different

Y5/6 list: communicate

T

Piece 3

Develop setting in narrative writing
C

Use different ways to open the story
C

The Varmint's Flashback

Standing at the very edge of a new beginning, looking down on the fury of the streets below; the varmint's mind began to wander. He thought about the way when he was in the wilderness and the sound of buzzing bees circling the beautiful, colourful flowers was all around. The peaceful, calm and comforting breeze slipped through his fingertips like the soft petals from dandelions. When the tree's leaves rustled and the little birds landed gently on the branches quietly. All of the varmint's were happy and so was nature.

Then when the varmint's were watering their plants, just just when all of the varmint's loved their land, then the others came and the calm and comforting breeze was lost and taken over by the swirling wind and pollution. The litter flew around like it was trying to get away. The colourful flowers and grass was replaced with shiny, silver steel buildings and towers and all the nature was gone. Electricity too came and wires hung over that long lost peaceful land.

Then the varmint's mind drifted back to the pod, where he was standing wondering if his wishes and dreams of the beautiful land would come true

Some adaptation of sentence length to enhance meaning (though not always accurate in more complex structures)
C

Use paragraphs to organise information in narrative. Narrative moves on through use of 'Then'
C

Evaluate the effectiveness of own writing suggesting grammar and vocabulary improvements
C

Some evidence of noun phrases conveying complicated information with greater precision
GP

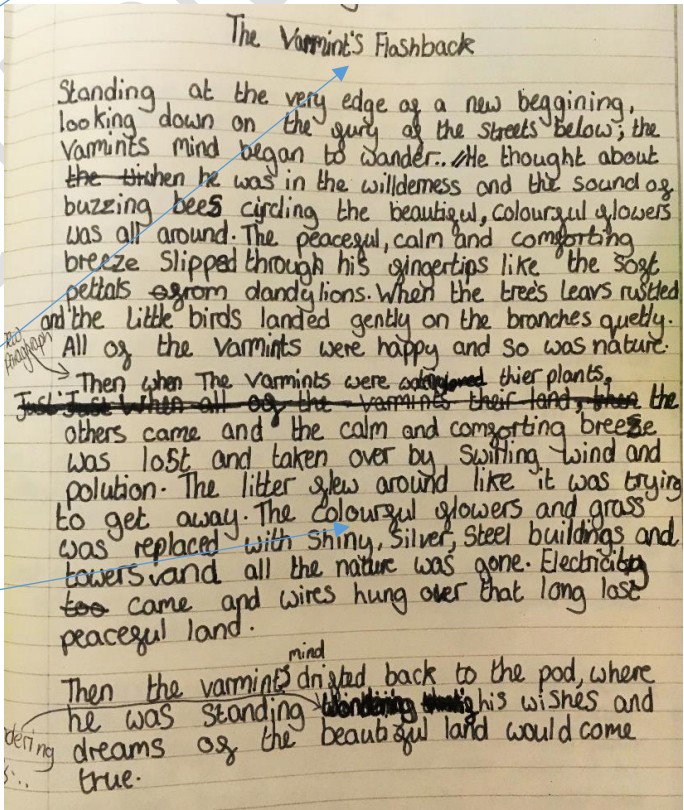
Relative clauses add detail or description where
GP

Accurate use of apostrophes for possession (Y4)
GP

Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters
T

Some evidence of noun phrases conveying complicated information. However, some overuse.
C

Standard English forms for verb inflections
Varmints were happy
Nature was gone
GP



Piece 4

Relative clauses add detail or description

who

GP

Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbials

C

Brackets to indicate parenthesis

GP

Annie Edson is Queen of the Falls!

On the 24th October 1901 (her birthday) Annie Edson Taylor, who was 63 years old, did an amazing stunt down Nigra Falls. This deathdifying event was in a cramped and stuffy barrel. And The DareDevil came out of the barrel with some cuts and bruizes but she still acheived her Goal in 35 minuets.

"No one ought to do that again!" she said when Annie came out of the barrel. It was an unbelievable sight. It took 35 minuets for the stunt to finish but she was determined to do it. Annie did this because she wanted fame and fortune, because she also wanted to be rich.

Some adaptation of sentence length to enhance meaning

C

Inverted commas to indicate direct speech and punctuation within the inverted commas

GP

Spelling mostly accurate, including some examples from Y5/6 appendix 1:

unbelievable
ought

T

Piece 5

As I looked up at the **crystal clear, blue water thrashing over the top of the falls,** everyone's mouths opened with hope that she would survive. ~~Then~~ **Suddenly** I could see a **big brown barrel spinning slowly at the very top of a waterfall** **which was as big as a seventeen story building.** Every person had an amazed look on their faces, while the barrel slipped off the edge.

After that, the barrel fell and fell until there was a huge splash in the mist of the falls. Annie was rescued in 35 minutes; ~~and~~ she had a few cuts and bruises but survived the death-defying stunt. Annie said when she came out of the cramped barrel, **"No one ought to do that again!"**

She was a brave woman and she was also a huge daredevil who ~~liked to~~ was determined to achieve the stunt! I felt ~~like~~ as I **had just done** what Annie had done.

Some evidence of noun phrases conveying complicated information with greater precision

GP

Relative clauses add detail or description

GP

Inverted commas to indicate direct speech, commas after the reporting clause and punctuation within the inverted commas

GP

Use a wide range of devices to build cohesion within paragraphs – adverbs and adverbials

C

Evaluate the effectiveness of own writing suggesting grammar and vocabulary improvements

C

Builds cohesion through control of tense choices:

I had just done

C

Working at Y5 national standard **spring term**

The second part of this collection (spring term) demonstrates evidence that the pupil is able to **work at Y5 national standards** across a range of tasks. All writing is completely independent and some edits have been made at the point of writing to make corrections, revisions and additions.

Composition:

The pupil demonstrates an awareness of audience through the selection of appropriate content and is able to select the appropriate form (non-chronological report, letter, narrative structure). The pupil adapts sentence length to change and enhance meaning though not always accurately e.g. *Crashing down on the water and rocks below like a ~~storm~~ swirling storm. Making a cloud of splashing water, above the ~~surface~~ surface*. Settings are developed effectively and characterisation has improved since part one, especially in piece 1 where it is clear how Elizabeth feels and reacts and in piece 4. The pupil edits and evaluates work at the point of learning and after as part of redrafting, making suggestions for improvements.

The pupil is able to use paragraphs to organise information and narrative. Adverbials for time, place and number are used effectively in non-fiction to structure and organise the text. In narrative, the pupil uses a wider range of adverbials (*as the lid went down, moving closer and closer to the edge, unexpectedly*). A range of tense choices are made effectively and with control to aid cohesion (past and present progressive, past perfect *had disappeared*). A range of devices are used to build cohesion within paragraphs e.g. use of pronouns and adverbials *in addition*.

Grammar and Punctuation:

The pupil has gained greater control in use of noun phrases since part 1. Pieces 3 and 4 demonstrate the use of expanded noun phrases to describe a setting and help the reader imagine what it feels like to be there. Relative clauses are used accurately and appropriately to give detail and description. The pupil uses modal verbs in several pieces and is demonstrating some use of adverbs to indicate degrees of possibility (*they would mostly talk to each other*).

Basic sentence punctuation is mostly accurate (full stops, exclamation marks and capital letters). Commas are used after fronted adverbials and sometimes to clarify meaning. Brackets and commas are used accurately to indicate parenthesis. There is some accurate use of inverted commas and other punctuation to indicate direct speech.

Transcription:

Handwriting is legible and fluent with some diagonal and horizontal strokes.

The spelling of many words is correct and the pupil spells many words from the Y5/6 appendix accurately (homophones, suffixes, Y5/6 list).

Working at Y5 national standard

There are four completed pieces of work within this exemplification

Piece 1- Letter

This is a short writing task as part of the 'Queen of the falls' study. The children were asked to write in role as one of Annie's friends to support her decision to go over the falls.

Piece 2- Recount

The task was to write in role as Annie Taylor from the point where she entered the barrel up to where the barrel went over the falls. The pupil was asked to focus on the character's feelings on the journey and show how they react at different points in the story.

Piece 3- Factual report

As part of topic work on the Ancient Greeks, the pupils wrote a non-chronological report of the main differences between two cities Athens and Sparta. The children watched video and did some research to find information. They were asked to consider how to present their information.

Piece 4- Narrative

This work is the final outcome of a class study on the book 'Queen of the falls'. It is a narrative written in the style of the author 'Chris Van Alsbury' with a change of main character. The children researched about another falls barrel rider and planned and drafted their own version of the story.

Piece 1

Modal verbs indicate degrees of possibility
GP

Dear Annie,

I was wondering if the rumours were true and that you **could** be thinking about going down Niagara Falls in an oak, wooden barrel. **To be honest**, I think it would be an amazing idea; you **might** be rich and famous. If I were you, I **would** not consider changing your mind about this daredevilish, [^]wonderful stunt – you ~~w~~ could go down in history. **In addition** to this, people will call you brave and **courageous** for the rest of your life. I **will** look forward [^]to seeing your picture in the newspaper.

from your supportive friend
Elizabeth x

Build cohesion through control of tense choices:
I was wondering
If I were you
I will look forward
C

Use a wide range of devices to build cohesion
C

Accurate spelling of some Y5/6 suffixes from appendix 1
Courageous, addition
T

Commas after fronted adverbials
GP

Piece 2

Use a wide range of devices to build cohesion within and across paragraphs:

As the lid went down
I knew the worst was yet to come!
Moving closer and closer to the edge
At this moment, I knew there was no going back
C

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

Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story
C

As the lid went down, I gulped felt a rush of excitement run down my body, while the nervous and anxious feelings crept into my mind like a spider catching a fly. The cramped and compact oak, wooden barrel bobbed on the water, half in half out. Getting louder every minute, the gushing and splashing was quite calm now, but I knew the worst was yet to come!

Moving closer and closer to the edge, the barrel could still be seen behind the comfy soft cushions which comforted me alot. Then with relief to hear his voice, I heard Frank say loudly "I'm about to cut the rope!" "All righty!" I answered, trying to sound a bit jolly. At once, I felt the claustrophobic barrel moving faster towards the end edge. The My adreniline was pumping, my heart was beating like a base drum. At this moment I knew that there was no going back.

As the barrel spun round and round, I thought I was trapped inside a nightmare. Suddenly, everything stopped for about 3 seconds-and then me and my barrel slipped off the edge! I was

Commas after fronted adverbials
GP

Relative clauses add detail or description
GP

Inverted commas to indicate direct speech and punctuation within the inverted commas
Newline for a new speaker to be targeted
GP

Demonstrate awareness of audience by using techniques such as repetition
C

Accurate spelling of some Y5/6 suffixes from appendix 1
excitement, anxious
T

Piece 3

Demonstrate awareness of audience by beginning to use a wider range of techniques

Using subheadings to guide the reader

C

Relative clauses add detail

where

GP

Select the appropriate form for writing

C

Can I describe the difference between Athens and Sparta?

Location

Athens is surrounded by the acropolis, which is a place where people can run to when they are in trouble or unsafe. However the city of Sparta was surrounded by mountains.

Boys and Girls

In Sparta the boys were strong and powerful. They were taught to fight (so were the girls). The reason they needed to be strong was so they could produce strong babies. In Athens women were weak and couldn't do what men did like voting. Instead the women stayed at home and looked after the men and children. They cooked and did lots of sewing to make clothes.

General facts

The Spartans had warriors and they trained to be powerful, whereas the Athenians had artists and philosophers. They also had amazingly decorated temples. The calm, gentle Athenians were more sophisticated and civilized than the ferocious Spartans.

Warfare

In Sparta the boys and men would train to be warriors and if someone came on their land or they didn't agree with someone they would solve it with war or death. However the Athenians would have a government and wouldn't have as many wars, they would mostly talk to each other and agree on things instead of going to war.

Education

In Athens, the boys would go to school (the girls would only do this if they were rich). Whereas in Sparta, they would train to fight and be fit. When they were seven years old, boys were sent to the mountains to train to be warriors. They would come back when they were fifteen (as men). The woman would learn to wrestle and do athletics.

A range of punctuation is used mostly accurately: capital letters and full stops, commas and brackets to indicate parenthesis

GP

Accurate spelling of some suffixes from appendix 1
ferocious

T

Builds cohesion through control of tense choices:

*They were taught
were more
sophisticated*

C

Accurate spelling of some common homophones

*their, would,
which,*

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

GP

Use a wide range of devices to build cohesion within:

*In Sparta,
They were also,
However
When they were
15*

C

Modal verbs indicate degrees of possibility

*could produce
wouldn't have*

GP

Piece 4

Inverted commas to indicate direct speech and punctuation within the inverted commas
GP

Accurate spelling of some homophones
through, sight, wait, where, would
T

Proof-read for spelling errors
C

Builds cohesion through control of tense choices:
Crowd were standing
His body had disappeared
William would have been
C

Inverted commas to indicate direct speech and punctuation within the inverted commas
Newline for a new speaker to be targeted
GP

Imagine being a [^]tiny, miniscule ~~≠~~ ladybird standing in front of a hosepipe on at full power. This is ~~wathat~~ what the tourists would feel at Niagara Falls. The water plunges from a height as tall as the ~~Eifel~~ Eiffel Tower. Crashing down on the water and rocks below like a ~~storm~~ swirling storm. Making a cloud of splashing water, above the ~~surface~~ surface.

On a normal day, the ~~visitors~~ tourists would be busily walking around the streets, excited to visit ~~a~~ different places. But today on [^]the 14th May 1945, all of the streets were deserted. There was not a person in sight. But at Niagara Falls, almost everyone was at the bottom of the waterfall watching the water slip off the edge. Waiting for the stunt to begin.

Unexpectedly, ~~a~~ quiet, small voices cried out, "I see it." All heads turned towards the rubber, tra[^]nslucent tube. At that moment ~~William he Red Hill~~ about to slide ~~through~~ the tube. ~~and went down into the water~~ And yet ~~U~~ spectators stood, watching and waiting, holding thier breath - waiting because they all knew the tube was not empty.

~~In Canada, Ontario,~~ William red Hill was a rescuer and ~~earned~~ earned over forty ~~medals~~ medals by ~~rescueing~~ rescuing hundreds of people. He was inspired to do ~~ana~~ amazing stunt involving Niagara Falls because of his father. His father conquered the rapids in a barrel. William was born on the 17th November '888 in Canada, Ontario.

When William was a child he went on a boat down a river and thought he wanted to do more things with water. He got the idea into his head when hes father was sitting next to ~~a~~ waterfall and, as ~~a~~ fish jumped off the edge, the idea bounced into William's head. When he ~~am~~ was older, much older ~~He would~~ go down Niagara Falls in a rubber tube and make ~~my~~ his father proud. He would be famous and rich. It would be in the papers ~~and with~~ the headline: 53 year old man takeing after his father doing a stunt on Niagara Falls!

When the ~~urge~~ time came, ~~At Niagara Falls,~~ William was about to slide through the tube, the ~~crowd~~ crowd were standing at the bottom of the falls, ~~wating~~ waiting for the survival. That second William slid down ~~↓~~ the tube. It was a while before he plunged ~~back~~ into the dark, blue water.

When this happened, immediately the ~~crowds~~ crowds started to chatter. It was two minuetts before people saw bits of the rubber tube floating to the surface, - but no sign of William or his body. The ~~crowds~~ crowds waited longer to see if Williams body ~~would float~~ to the top of the water like the bits of destroyed tube. His body had disappeared. It was no where to be seen. At once, almost the whole of Niagara ~~kew~~ knew William Red Hill was dead.

~~Every person~~ The tube had been smashed into ~~br~~ small bits by the sharp rocks. Spectators were amazed that William would have been so crazy to decide on doing such a spectacular and Daredevilish stunt. ~~But~~ he didn't survive.

"I knew he would die!" said a man from the astonished, bustling crowd. "So did ~~!!~~" Agreed a woman standing closer beside him. "He was stupid to do such a crazy stunt, but I thought he would survive!" There was a lot of chattering after and about the mad ~~disturbing~~ but exciting stunt. People ~~were saying~~ it was a terrible death and they wished he was [^]still alive to tell them what it was like. The spectators, ~~which~~ who were Flabbergasted, that they ~~had not found~~ Williams body yet, watched the drivers ~~and~~ try to retrieve ~~Wil~~ his long to be body remains. ~~But it was not found.~~ They searched right at the bottom of of the water and underneath the falls but his lost body was ~~not~~ never to ~~ever~~ be found. ~~Even~~ his brothers couldn't find him body. His brothers ~~were~~ devastated.

Adapt sentence length to change and enhance meaning
C

Evaluate the effectiveness of own writing suggesting grammar and vocabulary improvements
C

Modal verbs indicate degrees of possibility
GP

Some use of dialogue imaginatively to engage the reader
C

Cohesion within paragraphs through tense choices

Accurate spelling of most words
T

Commas clarify meaning or avoid ambiguity
GP