

Introduction

This file is designed to help you to moderate judgements about pupils' attainment in writing. It provides examples of three types of writing: narrative, non-fiction and poetry. The writing is grouped into three Milestones: Milestone 1 (Years 1 and 2), Milestone 2 (Years 3 and 4) and Milestone 3 (Years 5 and 6)¹. Each piece of writing has an assessment judgement based on depth: a piece may be judged as Basic, Advancing or Deep. This describes a pupil's depth of understanding.

Each piece of writing comes with a RAID proforma. This is designed to give context to the piece, an essential component for assessment. The descriptions below explain what RAID means:



Is the piece **Representative** of the pupil's normal work?



What was the **Activity**?



Who did the **Initiative** lie with
- teacher or pupil?



What was the degree of **Decision** making?

¹ Milestones are taken from the Chris Quigley Education *Essentials Full Spectrum Curriculum*.

R A I D Assessment model

Narrative - Basic (example 2)

✓	To write with purpose		To present neatly			
✓	To use imaginative description		To spell correctly			
✓	To organise writing appropriately		To punctuate accurately			
	To use paragraphs		To analyse writing			
	To use sentences appropriately		To present writing			
Judgement	Basic		Advancing	Deep		
<div>R</div> Representative?	no	yes	no	yes	no	yes
<div>A</div> Activity nature	Name, describe, follow instructions or methods, complete tasks , recall information, ask basic questions, use , match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.		Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.		Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	
	With support, completed sentences about the story to create a diary - used writing frame.					
<div>I</div> Initiative	Modelled/Explained		Applied		Chosen	
<div>D</div> Decisions	A teacher-set activity with set steps to follow.		A teacher-set activity with many decisions made by the pupil.		A pupil-generated activity in negotiation with the teacher.	

WALT - to write a diary

WILF

Sequence the events ✓

Write in sentences ✓

Use adjectives to add detail

Use 'because' to explain.



15-12-15

Dear Diary,

Last night

built

snow man

Then

flying

party

After that

went

skiing

The best part was

Santa

present.





Well done, a fantastic diary. You have thought

carefully about the boys adventure.

Super sounding out.

R A I D Assessment model

Non-narrative - Deep (example 1)

✓	To write with purpose		To present neatly			
	To use imaginative description		To spell correctly			
	To organise writing appropriately		To punctuate accurately			
✓	To use paragraphs	✓	To analyse writing			
	To use sentences appropriately		To present writing			
Judgement	Basic		Advancing		Deep	
<div> Representative?</div>	no	yes	no	yes	no	yes
<div> Activity nature</div>	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.		Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.		Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	
					Compared play script to narrative. Provided an opinion and gave reasons to justify.	
<div> Initiative</div>	Modelled/Explained		Applied		Chosen	
<div> Decisions</div>	A teacher-set activity with set steps to follow.		A teacher-set activity with many decisions made by the pupil.		A pupil-generated activity in negotiation with the teacher.	

WALT: compare a play script to narrative text

Tuesday 1st March 2016

Provide your own opinion on which text type you believe is more important.

Explain why giving reasons to justify your opinion.

I think that the ^{narrative} story is more important because it creates suspense and there is similes, alliteration. I also think a narrative is more important because it has lots of description and in a play script there is not much description. Also in a narrative there is adverbs, connectives, a mixture of sentence types 3rd person and in a play script there is not all of those things. Plus in a play script there is new speaker, new line as well as ~~so~~ a narrative. In a play script there are stage directions and in a narrative there are not. There are speech marks in a narrative furthermore a play script doesn't = because someone is always speaking.

In a narrative it is written in 3rd person and a play script is written in 1st and 2nd person. A narrative is normally longer than a play script. They are written in new line new speaker to make it clear for the reader. A narrative doesn't have stage directions because ~~you~~ it doesn't tell people what to do.





Some excellent reasons to justify your opinions!

3tps

R A I D Assessment model

Poetry - Deep (example 1)

✓	To write with purpose		To present neatly
✓	To use imaginative description		To spell correctly
✓	To organise writing appropriately		To punctuate accurately
	To use paragraphs	✓	To analyse writing
	To use sentences appropriately	✓	To present writing

Judgement	Basic		Advancing		Deep	
 Representative?	no	yes	no	yes	no	yes
 Activity nature	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.		Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.		Solve non-routine problems, appraise , explain concepts, hypothesise, investigate, cite evidence, design, create , prove.	
					Created poem with effective rhyme and rhythm performed and appraised.	
 Initiative	Modelled/Explained		Applied		Chosen	
 Decisions	A teacher-set activity with set steps to follow.		A teacher-set activity with many decisions made by the pupil.		A pupil-generated activity in negotiation with the teacher.	

The Witches' Spell

In the cauldron we will throw,
Poisonous herbs, an old frog's toe,
A slice of barbed wire cat's tail,
A toxic potion that won't fail.
Purged, secured, poached toad's eye,
Don't touch it or you will die!
Barked insides of a mean black widow,
Dancing around the heathy meadow.

Stinky, gruesome, they may complain,
Then the world will feel the pain.

Next on the menu, some green goo,
In this mixture that will brew.
A glass jar of liquidised screams,
A rotten can of baked beans.
An earthworm's nose, a snail's shell,
Ten days out of date hair gel.

Chorus.

By Jack.S

WALT...use rhyme and rhythm to create
Shakespeare's Witch

Jack... Quite simply
fantastic - You worked
at pace but used your
imagination and 'nailed'
the rhyme and rhythm
we'd spoken about -
Good job! 🍷🍷🍷