

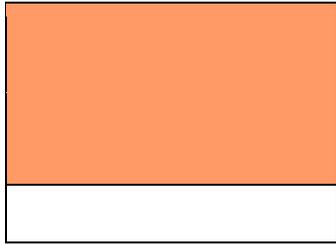
<b>Pupil Work Title:</b>	<b>Myths, Legends, Fairytales and Novels (Writing a Letter) Dear Celeste</b>
<b>Activity Description:</b>	<p>For this task pupils read chapters one and two of <i>The Angel of Nitshill Road</i> by Anne Fine. They chose a character and wrote a letter offering advice and support with a problem illustrated in the chapters.</p> <p>Before starting the task, teaching and learning had involved pupils:</p> <ul style="list-style-type: none"> <li>• annotating diagrams using information from a novel;</li> <li>• generating questions where they developed the use of open questions and Hot Seating, in particular how to develop a line of enquiry based on answers given; and</li> <li>• recapping on letter writing.</li> </ul> <p>This task was carried out over several lessons. To begin the task, pupils read chapters one and two of the novel. They annotated pictures of the main characters with key information they had found and recorded all this information on an interactive whiteboard. To find a baseline, pupils wrote letters as a group and presented these to the rest of the class. Feedback from the class concentrated on layout and content. This then allowed both the teacher and the class to draw up success criteria and develop a plan. A shared writing task to compose a letter using the success criteria was carried out. Pupils then individually used all the guidance and information to write their own letter to a chosen character. This was the assessment piece.</p>

### Commentary

Assessing Pupil Responses: this response illustrates the standard at Level 3

<b>Requirements for Communication – Writing</b>	<b>Progression Statements for Level 3 Writing</b>	<b>Evidence of Level 3 in this Writing Activity</b>
	In a range of specified forms and for specified audiences and purposes, pupils can:	<b>NB</b> Not all of the progression statements at a level are necessarily addressed within an activity.
<ul style="list-style-type: none"> <li>• talk about, plan and edit work</li> </ul>	<ul style="list-style-type: none"> <li>• talk about and plan their writing</li> </ul>	This pupil contributed to the class plan and made use of it while writing. However she does rely heavily on the shared information gathered on the character's traits, for example sometimes listing them: <i>'We shall start with Mark...Always at the back of the lines, fiddles with things, wears glasses...'</i> .
	<ul style="list-style-type: none"> <li>• make improvements to their writing</li> </ul>	The pupil could have been more selective with the information she used to describe the characters. She received help with making her letter more concise. Errors were brought to her attention and she made improvements and changes, taking into account the learning intentions.

<ul style="list-style-type: none"> <li>communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</li> </ul>	<ul style="list-style-type: none"> <li>express thoughts, feelings, ideas and opinions</li> </ul>	<p>She expressed thoughts, ideas and opinions on the bullying carried out by the character Barry Hunter: <i>'Could you please tell him to stop bullying because it is not fair and school is not for fighting. It should be a happy fun place'</i>. She offers ideas on how the 'angel' could help the character Marigold: <i>'Could you please help out tell her to stop hiding in corners and walk about with you and you can tell her that you will help her in her class work.'</i></p>
	<ul style="list-style-type: none"> <li>structure and sequence their writing</li> </ul>	<p>The plan produced by the class has allowed this pupil to structure and sequence her writing. She was too reliant on the character information table drawn up by the class and included too much information. She needed to be more selective.</p>
<ul style="list-style-type: none"> <li>develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>provide supporting detail using an expanding vocabulary</li> </ul>	<p>She backed up her ideas: <i>'When you are helping them try not to let barry see you because if he see's you he might start picking on you, you could become one of his victims.'</i> Some expanding vocabulary has been included and ideas taken from the character information table that was drawn up collaboratively in groups and then shared with the class: <i>'...Penny, well she is plump, Intelligent, easily embarrassed, likes crisps...quiet in the playground.'</i> Vocabulary has been used in the correct context.</p>
	<ul style="list-style-type: none"> <li>use the form appropriately</li> </ul>	<p>The pupil wrote in the given form using the plan produced by the class. She has used the success criteria to help in writing the letter.</p>
<ul style="list-style-type: none"> <li>write with increasing accuracy and proficiency</li> </ul>	<ul style="list-style-type: none"> <li>start sentences in different ways</li> </ul>	<p>After making amendments and applying full stops and capital letters, there is slight variation in sentence openings: <i>'Then', 'Penny' and 'Now'</i>.</p>
	<ul style="list-style-type: none"> <li>use basic punctuation and grammar accurately</li> </ul>	<p>There are instances of basic punctuation being used accurately. At other times some basic punctuation (capital letters) is missing, for example <i>'barry H'</i>, or used incorrectly: <i>'He is Bad tempered'</i>.</p>



<ul style="list-style-type: none"><li>• spell and write frequently used and topic words correctly</li></ul>	Most frequently used words are spelled correctly, those not spelled correctly are recognisable: ' <i>notise</i> ' ' <i>helping</i> '.
<ul style="list-style-type: none"><li>• produce handwriting which is accurately formed and consistent in size</li></ul>	Handwriting is consistent.