

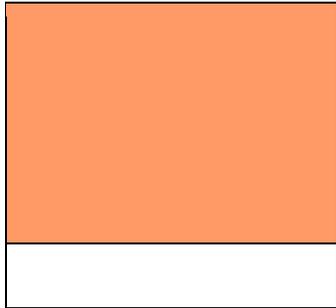
Pupil Work Title:	Myths, Legends, Fairytales and Novels (Writing a Letter) Dear Celeste
Activity Description:	<p>For this task pupils read chapters one and two of <i>The Angel of Nitshill Road</i> by Anne Fine. They chose a character and wrote a letter offering advice and support with a problem illustrated in the chapters.</p> <p>Before starting the task, teaching and learning had involved pupils:</p> <ul style="list-style-type: none"> • annotating diagrams using information from a novel; • 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 • recapping on letter writing. <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 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 4

Requirements for Communication – Writing	Progression Statements for Level 4 Writing	Evidence of Level 4 in this Writing Activity
	In a range of forms, for different audiences and purposes, pupils can:	NB Not all of the progression statements at a level are necessarily addressed within an activity.
<ul style="list-style-type: none"> • talk about, plan and edit work 	<ul style="list-style-type: none"> • plan and make use of planning 	The pupil contributed to the class plan, as well as creating his own plan, and referred to both while completing the task.
	<ul style="list-style-type: none"> • check writing to make improvements in accuracy and meaning 	After finishing his letter, the pupil revisited it to add more information and make amendments. When producing his final word-processed draft, further amendments were made: <i>'I am very happy to hear that you will be going to try and resolve this terrible problem.'</i> (paragraph 1) <i>'...people want to be her friends but she just rejects them...'</i> (paragraph 4)
<ul style="list-style-type: none"> • communicate information, meaning, feelings, imaginings 	<ul style="list-style-type: none"> • express thoughts, feelings, ideas and opinions, giving reasons when appropriate 	The pupil has expressed feelings and given ideas and opinions: <i>'Mark...he can not control his temper, but worst of all when he gets tortured, he retaliates and gets himself into</i>

<p>and ideas in a clear and organised way</p>		<p><i>even more trouble...'</i> and <i>'I do hope this information is helpful and I really hope you could turn Nitshill Road into a happy school.'</i></p>
	<ul style="list-style-type: none"> • structure writing, including using paragraphs 	<p>He has presented the letter in a clear, organised way with appropriate use of paragraphs. It flows clearly and is relevant to the form. The pupil has written a clear introduction: <i>'Hello I am (pupil's name inserted). I have been hearing some disturbing news about four children at Nitshill Road Primary School.'</i> as well as concluding statements to end the letter: <i>'I do hope this information is helpful and I really hope that you could turn Nitshill Road into a happy school. I would like this situation to be completely gone. GOOD LUCK Celeste!'</i></p>
<ul style="list-style-type: none"> • develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes 	<ul style="list-style-type: none"> • express meaning clearly, using an appropriate vocabulary and level of detail 	<p>He has used appropriate vocabulary: <i>'I am very happy to hear that you will be going to try and resolve this terrible problem', 'This will be a tough challenge', '...he is a tormentor and he humiliates others'</i>. He has also included an appropriate level of detail: <i>'You can recognise Mark because he walks with a limp, wears really thick glasses, is quite small, has short hair, fiddles with things, chews things and usually stands at the back of the line.'</i></p>
<ul style="list-style-type: none"> • write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> • choose from and use a range of forms, as appropriate 	<p>The pupil has used an appropriate style and form. The letter has been written to inform Celeste of the bullying situation, communicating the key facts and information needed to address the problem (as outlined in the WALT). It has also been written in a friendly manner.</p>
<ul style="list-style-type: none"> • write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> • vary word order and use linking words within sentences 	<p>The pupil has used linking words, to vary sentence length: <i>'I want to make sure you can sort this problem out so I have given you some information on how to recognise these four pupils.'</i></p>
	<ul style="list-style-type: none"> • use a range of punctuation accurately 	<p>He has used a range of punctuation accurately, for example commas have been inserted when listing: <i>'You can recognise Mark because he walks with a limp, wears really</i></p>



	<p><i>thick glasses, is quite small, has short hair...</i>. Quotation marks have been used, indicating information has been taken directly from the novel: '<i>Bionic Eyes</i>' and '<i>Martian Mark</i>'.</p>
<ul style="list-style-type: none">• use accurate grammar and spelling on most occasions	<p>Accurate grammar and spelling is evident in the letter.</p>