

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 5

Requirements for Communication – Writing	Progression Statements for Level 5 Writing	Evidence of Level 5 in this Writing Activity
<ul style="list-style-type: none"> • talk about, plan and edit work 	<p>In a range of forms, for different audiences and purposes, including in formal situations, pupils can:</p> <ul style="list-style-type: none"> • redraft to improve accuracy and meaning 	<p>NB Not all of the progression statements at a level are necessarily addressed within an activity.</p> <p>This commentary is based on the final draft (word-processed copy). The pupil was confident and systematic in her approach to the task. She independently proofread her work after having completed the task and made some amendments to improve the final piece: ‘<i>Although you don’t know me I really need your help...</i>’. She has rearranged the word order to improve the sentence content: ‘<i>Celeste, what makes it all so much worse is the fact the teachers have tried to resolve the problems but never got any where.</i>’ She word-processed her final draft of the letter, taking into account feedback given and changes that she had identified. As well as changes to structure and content, she also made changes to spelling and punctuation.</p>

<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way 	<ul style="list-style-type: none"> use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions 	<p>The pupil used precise vocabulary to convey her thoughts and ideas clearly, for example: <i>'I am sad to tell you there are some very unhappy and tormented pupils at Nitshill Primary.'</i>; <i>'...this is finally their chance to be free from the burden called Barry Hunter!'</i>; <i>'Barry bullies Marigold by asking her offensive and private questions'</i>; <i>'I think she has concealed problems...'</i>; and <i>'If you manage to resolve these problems...'</i>. The pupil also clearly conveyed ideas about the personality of the bully, by stating: <i>'Barry is sly, spiteful and tough, or is it just an act? ... He will step on anyone to get to the top, he will try to get to you but don't let him!'</i></p>
	<ul style="list-style-type: none"> structure writing logically and coherently 	<p>The pupil has written her letter in a clear, organised way with appropriate use of paragraphing and a logical and sequential order. It has been written to inform and give information in a relaxed friendly manner. Her concluding paragraph summarised the main aim of the letter: <i>'I really hope you can help my friends, you are their last resource for help! I think you are ready for this difficult task, just remember I have faith in you.'</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"> match writing to purpose and audience 	<p>The pupil has written the letter giving plenty of back up information and instruction, clearly showing that she has understood the task. It highlights the problems, situation and possible ways to resolve the bullying at Nitshill Road Primary School. She has clearly written with an audience in mind, writing to Celeste on a personal basis: <i>'Now I have given you the back round information I can tell you the real problem!'</i> She concludes the letter with: <i>'....just remember I have faith in you.'</i></p>
	<ul style="list-style-type: none"> present information effectively, using a formal style where appropriate 	<p>This pupil presented particular information about the situation, giving details of the characters involved, how to recognise them, relating their situation in a serious tone and suggesting how the angel Celeste could intervene. She sustained the style throughout.</p>

<ul style="list-style-type: none"> • write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> • create sentence structures which help to convey meaning 	<p>The sentences throughout the letter are varied and the overall message of the letter is clear: <i>'This really upsets Penny to a level where she doesn't like playtime and would rather do boring work!'</i> also: <i>'Marigold, poor Marigold. She is a bit of a loner...'</i></p>
	<ul style="list-style-type: none"> • use a range of punctuation consistently and accurately 	<p>The pupil has used a range of punctuation, quotation marks, question marks and exclamation marks, to emphasise the desperation in her letter: <i>'Barry teases Mark by calling him names! Please help!'</i> She has used direct quotes from the novel: <i>"Watch out for the moving mountain... Warning, warning!"</i></p>
	<ul style="list-style-type: none"> • use accurate grammar and spelling 	<p>Punctuation, grammar and spelling are accurate. When the pupil proofread her letter, she made the necessary amendments independently.</p>