

MODULE 2

Writing Samples

Task 2: Setting the Standard

Level 2: How to make Anderson shelters and commentary

- Activity sheet
- Pupil work
- Commentary

Level 3: How to make beans on toast and commentary

- Activity sheet
- Pupil work
- Commentary

Show teachers the two pieces of pupil work making them aware of what each pupil was asked to do. Now look at the progression of writing skills from Level 2 – Level 3. You may wish to focus on the progression of Requirement 1 and talk about the teacher input at the planning stage at Level 2 when compared with Level 3. Also discuss the progression of Requirement 2 including the use of supporting detail in 'How to make beans on toast'.

MODULE 2

Writing Samples

Task 2: How to make Anderson shelters – Level 2 Activity Sheet

| | |
|---|--|
| Activity/Task Title | Instructions on how to make an Anderson Shelter |
| Cross-Curricular Skill | Communication |
| Communication Mode (if applicable) | Writing |
| Activity Description | Pupils had to complete a set of instructions for an Anderson Shelter, including all the materials needed and an illustration for each step. They had to label, use numbered points and time vocabulary. |
| Prior Learning/Experience | Pupils had followed oral and pictorial instructions the previous day to make their own Anderson Shelter and could see their models as they were writing. They had previous experience writing instructions and knew that we include 'bossy' verbs and not to include a personal opinion. |

MODULE 2

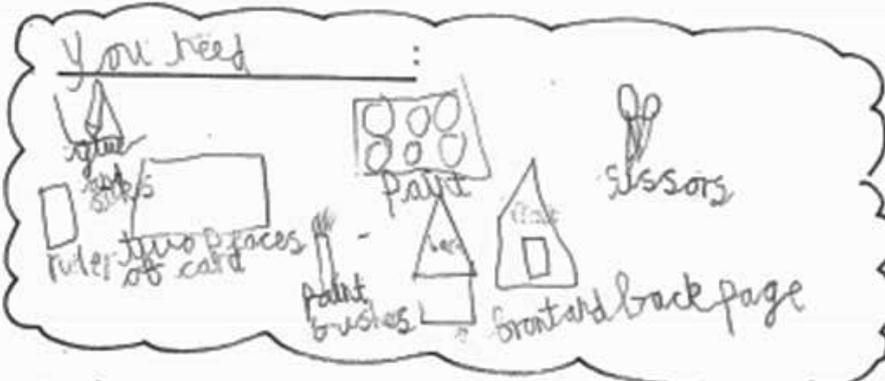
Writing Samples

Task 2: How to make Anderson shelters – Level 2 Pupil Work

Writing Instructions

How to make Anderson shelters

You need:



1. First you cut the front and back.

2. Next you paint your pieces and let it dry.

3. Then you get a ruler and a piece of card and you bend some flaps.

4. After glue you flaps and you stick it on to the card hold it for 30 seconds.

5. Stick your front and back on.

6. Finally decorate your shelter with real soil or grass or paint. Now enjoy your shelter.

Did you know that there are 10,000 shelters in Anderson shelters.

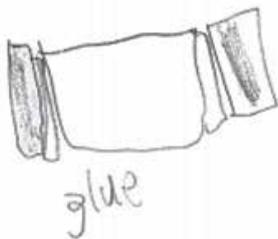
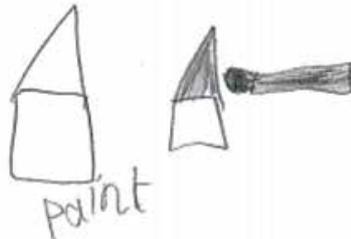
Who can make this? because it is too fiddly.

MODULE 2

Writing Samples

Task 2: How to make Anderson shelters – Level 2 Pupil Work

Draw pictures to show how to make an Anderson Shelter



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Writing Samples

Task 2: How to make Anderson Shelters – Level 2 Commentary

| | Requirements for Communication – Writing | Progression Statements for Level 2 Writing | Evidence of Level 2 in this Writing Activity |
|----|---|--|--|
| | | In a limited and specified range of forms, pupils can: | N.B. Not all of the progression statements at a level are necessarily addressed within this activity. |
| 1. | <ul style="list-style-type: none"> talk about, plan and edit work | <ul style="list-style-type: none"> talk about what they are going to write and how they will present their writing make changes in relation to agreed criteria | The pupil talked to the teacher about the stages when making a model of an Anderson Shelter. The pupil also orally recounted the steps of making an Anderson Shelter after drawing pictures of the stages and appropriately sequencing them. |
| 2. | <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"> express thoughts, feelings and ideas, from within their experience, using a general vocabulary show a sense of structure and organisation | <p>The pupil used practical experience of constructing the model to write a set of instructions using vocabulary relevant to the topic.</p> <p>The instructions demonstrate a clear sense of structure and organisation as they are correctly sequenced. The pupil has used time related vocabulary such as first, next etc.</p> |
| 3. | <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"> write using a given form | The pupil has written using the given form and has shown some understanding of the features and language of procedural writing. The pupil included a basic illustration of each stage as well as simple drawings of the necessary equipment. The written instructions have been numbered. |
| 4. | <ul style="list-style-type: none"> write with increasing accuracy and proficiency | <ul style="list-style-type: none"> use basic punctuation spell and write common and familiar words recognisably produces legible handwriting | <p>The pupil has made a good attempt to use accurate punctuation including use of some capital letters and full stops.</p> <p>The pupil has spelt most common and familiar words correctly and there is evidence of phonological awareness for example, 'decorate.'</p> <p>The pupil's handwriting is neat and consistent in size with accurate spacing between words.</p> |

MODULE 2

Writing Samples

Task 2: How to make beans on toast – Level 3 Activity Sheet

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|---|--|
| Activity/Task Title | Instructions on how to make beans on toast |
| Cross-Curricular Skill | Communication |
| Communication Mode (if applicable) | Writing |
| Activity Description | Pupils were required to write a set of instructions on how to make beans on toast. Pupils were encouraged to remember to include a list of what equipment they would need, provide at least six step instructions, use the present tense throughout, concentrate on handwriting, correct grammar, spelling and punctuation and word process their final piece. |
| Prior Learning/Experience | Prior to completing this procedural writing piece, the teacher had modelled how to make a jam sandwich. Pupils had made their own beans on toast so were writing from direct experience. |

MODULE 2

Writing Samples

Task 2: How to make beans on toast – Level 3 Pupil work

You will need

- beans 30g
- bread 2 slices
- butter
- a plate
- bowl
- knife and fork
- microwave,
- tin opener
- toaster



1. First wash your hands.



2. Take two slices of bread, put them in the toaster and push the handle down.



3. While the bread is toasting get a can of beans and a tin opener.

4. Open the beans with the can opener and put in a bowl.



5. Then turn on the microwave, put them in and heat for two minutes.

6. Then take the bread out of the toaster when ready, put it on a plate and butter the toast with a knife.

7. Now take the beans out of the microwave and spread them on the toast with a knife.

8. Finally eat and enjoy!



MODULE 2

Writing Samples

Task 2: How to make beans on toast – Level 3 Commentary

| | Requirements for Communication – Writing | Progression Statements for Level 3 Writing | Evidence of Level 3 in this Writing Activity |
|----|---|---|---|
| | | In a range of specified forms and for specified audiences and purposes, pupils can: | N.B. Not all of the progression statements at a level are necessarily addressed within an activity. |
| 1. | <ul style="list-style-type: none"> talk about, plan and edit work | <ul style="list-style-type: none"> talk about and plan their writing make improvements to their writing | <p>Teacher and pupils had discussed the activity to be completed after an example had been modelled on the IWB. Pupils were aware of the success criteria needed.</p> <p>The pupil completed a handwritten piece and then made some changes before he completed a final word processed copy.</p> |
| 2. | <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"> express thoughts, feelings, ideas and opinions structure and sequence their writing provide supporting detail using an expanding vocabulary | <p>The pupil has written his ideas about how beans on toast should be made. He has inserted his own thoughts at the end with <i>'Finally eat and enjoy!'</i></p> <p>The set of instructions are numbered and written in the correct sequence. He has used time-related vocabulary, for example <i>First, While, Then, Now and Finally.</i></p> <p>The instructions are written clearly with the detail needed so that someone can follow them. The pupil has used action verbs to clarify what to do to make the toast, for example <i>'Take two slices of bread, put them in the toaster and push the handle down.'</i> Added detail is evident as follows, <i>'Then take the bread out of the toaster when ready, put it on a plate and butter the toast with a knife.'</i></p> |
| 3. | <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"> use the form appropriately | <p>This piece of procedural writing is in the form of a recipe with a list of what you need (in bullet points) and a set of numbered instructions.</p> |
| 4. | <ul style="list-style-type: none"> write with increasing accuracy and proficiency | <ul style="list-style-type: none"> start sentences in different ways use basic punctuation and grammar accurately spell and write frequently used and topic words correctly produce handwriting which is accurately formed and consistent in size | <p>The pupil has written the eight steps sequentially with time-related vocabulary and verbs to clearly state how to make each stage of the recipe, for example <i>'3. While the bread is toasting get a can of beans and a tin opener. 4. Open the beans with a can opener and put in a bowl.'</i></p> <p>Bullet points are used to list the equipment and ingredients needed. Action verbs are used to give instructions on how to make the recipe. Capital letters and full stops are used accurately.</p> <p>Spelling is correct.</p> <p>Handwriting used in the first version (not included) was accurately formed.</p> |