

My Hero

Assessment Focus

This task focuses on **Communication** through the mode of **Writing** at **Levels 3, 4 and 5**.

Task Description

In this task pupils are required to write a biography of someone they admire. It could be someone they know personally or someone they have become aware of through researching a topic or through the media.

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Prior Knowledge/Experience

To complete this task, pupils should have experience of:

- writing biographies.

Managing the Task

This Writing assessment task is designed to be integrated into normal class work where pupils can be given an opportunity to write a biography of someone they admire.

The subject for biography could come from a wide range of topics and in any of the Areas of Learning. It might be, for example, to write a biography of someone they have become aware of in a history or religion topic. The pupils will plan and write a biography and should be given the opportunity to review their work.

This task focuses on the assessment of Writing, so any Talking and Listening or Reading that pupils undertake while completing the task is not addressed in the assessment section.

Some pupils with language difficulties, including those with a hearing impairment, may need support to access this type of task. Please consult the relevant section in the 'Non-Statutory Guidance: Using Assessment Tasks for Pupils with Special Educational Needs (Primary)'.

Pupils should be given the opportunity to:

Plan

- decide who will be their hero;
- obtain sufficient information to write a biography;
- decide how they will structure their biography;

Do

- write a biography of their hero including facts, thoughts and opinions;
- give positive information to explain/justify their choice of hero;
- build a sense of their hero's personality;
- include examples of their hero's exploits or accomplishments or things their hero has said; and

Review

- think about how successful they have been in painting a positive picture of their hero.

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Assessing Pupils' Responses to the Task

This page sets out the Requirements for Writing. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 3.

Requirements for Writing	Progression Statements for Level 3	Possible pupil responses that illustrate the standard at Level 3
Pupils should be enabled to:	In a range of specified forms and for specified audiences and purposes, pupils can:	Depending on the context, pupils:
<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; 	<ul style="list-style-type: none"> use the prompts about form, audience and purpose agreed with the teacher when planning their biography; make changes to improve their writing based on what they planned to include;
<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; 	<ul style="list-style-type: none"> communicate their thoughts, feelings and opinions about their hero in a positive way; present the information about their hero in a sequence that builds a positive picture of their hero; give a level of detail that makes their hero interesting for the reader;
<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; 	<ul style="list-style-type: none"> maintain the form of a biography throughout their writing;
<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. 	<ul style="list-style-type: none"> vary the beginnings of sentences to make their biography more interesting to read; use basic punctuation and grammar accurately and use capital letters, full stops, question marks and exclamation marks; use basic grammar such as 'I was/We were' and write sentences using verbs, nouns, adjectives and adverbs appropriately; spell frequently used words, and words particular to their hero, correctly using resources to check spelling if necessary; produce handwriting which is accurately formed and consistent in size (if applicable).

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Assessing Pupils' Responses to the Task

This page sets out the Requirements for Writing. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 4.

Requirements for Writing	Progression Statements for Level 4	Possible pupil responses that illustrate the standard at Level 4
Pupils should be enabled to:	In a range of forms, for different audiences and purposes, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> plan and make use of planning; check writing to make improvements in accuracy and meaning; 	<ul style="list-style-type: none"> plan how they will write their biography and how they will use paragraphs to deal with different aspects of their hero's life; check their writing to ensure that they have given sufficient information about their hero and that they have written it in a positive way;
<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, giving reasons when appropriate; structure writing, including using paragraphs; express meaning clearly, using an appropriate vocabulary and level of detail; 	<ul style="list-style-type: none"> communicate their thoughts, feelings, ideas and opinions about their hero saying what they think is important in his/her life; use paragraphs, as planned, to give information about their hero in a structured way, and ensure their writing builds a positive picture; give sufficient detail and use complimentary language to illustrate the positive aspects of their hero's life and to create a positive impression;
<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"> choose from and use a range of forms, as appropriate; 	<ul style="list-style-type: none"> choose a form suitable to fulfil the task, for example, use the form of a magazine article if the biography is for publication in a magazine;
<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; use a range of punctuation accurately; use accurate grammar and spelling on most occasions. 	<ul style="list-style-type: none"> write sentences which are interesting and contain sufficient detail about their hero to make them informative; extend punctuation to include commas, apostrophes or speech marks, for example, when quoting something their hero has said; use tenses appropriately within the biography and spell the majority of commonly used words correctly.

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Assessing Pupils' Responses to the Task

This page sets out the Requirements for Writing. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 5.

Requirements for Writing	Progression Statements for Level 5	Possible pupil responses that illustrate the standard at Level 5
Pupils should be enabled to:	In a range of forms, for different audiences and purposes, including in formal situations, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> redraft to improve accuracy and meaning; 	<ul style="list-style-type: none"> redraft their biography to take account of feedback and to increase the appeal of their hero;
<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; structure writing logically and coherently; 	<ul style="list-style-type: none"> write information that presents a positive picture of their hero and justifies the person being thought of as a hero; structure their biography so that it is suitably paragraphed and clearly organised. It should introduce the hero, give relevant information in a main body of text and have a suitable conclusion;
<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; present information effectively, using a formal style where appropriate; 	<ul style="list-style-type: none"> give information, thoughts, feelings and ideas about their hero in a way that is suitable for the audience, for example, the readers of a school magazine; present their writing so that it builds a complimentary picture of their hero and maintains the form and style of a biography throughout;
<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; use a range of punctuation consistently and accurately; use accurate grammar and spelling. 	<ul style="list-style-type: none"> vary sentence length and structure so that meaning is effectively conveyed and admiration of their hero is encouraged; use punctuation accurately and consistently to present their writing about their hero in a positive way; apply the conventions of grammar as appropriate to a biography and spell commonly used and more unfamiliar words accurately.