

Myths, Legends, Fairytales and Novels (*Writing a Letter*)

Assessment Focus

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

Two linked tasks (*Hot Seating and Character Study*) that use the same context are available to assess Talking and Listening, and Reading.

Task Description

In this task pupils are required to write a letter to a character from a myth, legend, fairytale or novel. Alternatively, they could write a letter to the author of a novel about an aspect of it.

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Prior Knowledge/Experience

To complete this task, pupils should have experience of:

- talking about and planning their writing;
- writing for specified or different audiences;
- writing using the format of a letter; and
- making improvements to their writing.

Resources

Copies of the relevant text should be available to refer to if necessary.

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 letter to either a character from a myth, legend, fairytale or novel, or to the author of the novel.

The opportunity could arise from a wide range of fictional texts. It might be, for example, to write a letter to an author to say how much they have enjoyed the story and what aspects of it they have enjoyed. They may write to a character from a story or novel to ask about a specific incident or episode. They may write to a character expressing their own opinion on, or attitude to, an issue within the novel or to give their opinion about another character. They may write in the persona of a character writing to another character. The pupils will plan and write the letter 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

- identify the character or author to whom they wish to write (intended audience);
- talk about the incident, episode or issue about which they wish to write;
- decide on the style of the letter appropriate to the purpose;

Do

- use the plan during the writing;

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- use the correct form of a letter;
- complete the letter, organising style and structure to suit the intended audience and purpose; and

Review

- make improvements to the letter, using feedback, and redraft it if appropriate.

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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"> talk about the recipient of the letter and the reason for writing (they may use any writing prompts provided and should attempt to reflect the planning in their writing); make improvements to their letter relevant to the learning intentions and success criteria;
<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"> provide their thoughts, feelings, ideas and opinions related to the incident, episode or issue; structure their letter so that it has a beginning, a middle and an ending; explain the points further by describing the incident, episode or issue, making it more interesting for the character or author receiving the letter;
<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"> write in the given form of a letter meeting the requirements of the success criteria (including an address, correct opening, for example 'Dear...' and ending the letter with for example 'Yours sincerely...' or other appropriate ending);
<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"> use sentences which begin in different ways to make the letter more interesting for the author or character who will be reading it; use capital letters, full stops, question marks and exclamation marks accurately; write sentences using verbs, nouns, adjectives and adverbs appropriately and use basic grammar accurately; spell frequently used words and words related to the text correctly and use resources to check spelling if necessary; produce accurately formed handwriting which is 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 their letter so that it is suitable for a character or the author (as appropriate) and refer to the plan throughout; check their letter and take account of feedback to improve content, spelling, punctuation and grammar;
<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"> express thoughts, feelings, ideas and opinions related to the incident, episode or issue from the text, giving reasons where appropriate; organise their letter so that it is suitably paragraphed, flows clearly and is relevant to the audience and purpose throughout; write their letter clearly, using vocabulary and detail appropriate to the character or incident being described;
<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 the form of a letter and use it appropriately to communicate with the character or author;
<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"> include sentences which are interesting to the reader and which are extended by the use of linking words; extend their use of punctuation and if appropriate use commas, apostrophes and speech marks accurately in the letter; use the appropriate tense and spell accurately on most occasions within the letter.

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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, taking account of feedback (they may make improvements to the expression of ideas and structure and content of the letter and improve spelling, punctuation and grammar);
<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"> select vocabulary which clearly conveys their thoughts and ideas to the author or character and which communicates relevant information to back up their opinions; write a letter in which the content is presented in a clear, organised way with appropriate use of paragraphs (the letter is likely to be an extended piece that clearly has an introduction, a main body of text and a conclusion which adheres to the conventions of the form of a letter);
<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"> present their writing in the appropriate form of a letter which is clearly written to the character or author and clearly addresses the purpose of the letter; write a letter which communicates its message to the character or author effectively and where the style of the letter is sustained 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 the meaning is effectively conveyed; use a range of punctuation accurately and consistently to support the meaning of the letter; apply conventions of grammar as appropriate to a letter and spell commonly used and a number of more unfamiliar words accurately.