En

YEAR
3

LEVELS
2–4

Year 3 optional tests in English

Teacher's guide

Reading test, writing test and spelling test

QCA

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Contents

Introduction	3
Administration of the tests	4
Reading test	5
Writing test	7
Spelling test	10
Special arrangements	12
Marking the reading test	14
Marking the writing test	36
Mark scheme for handwriting	49
Marking the spelling test	61
Using the outcomes of the tests	62
Age standardised scores	64
Photocopiable pages	67

Introduction

Since the introduction of optional tests for years 3, 4 and 5 in 1998, there has been much development in the teaching of English. New optional tests were introduced in 2003 in order to reflect the changes, including the now widespread use of the national literacy strategy *Framework for teaching*. Most primary schools use these tests and teachers are accustomed to their administration and marking. These new optional tests are administered and marked in the same way, providing consistency for teachers and fresh material for pupil assessment.

The same sets of assessment focuses for reading and writing are now in use for the English tasks and tests at all key stages. These provide information about the particular processes or skills a pupil needs to answer the questions. This information is provided in order to explain the structure of the mark schemes. It enables tracking of pupils' progress and may be used to look at different aspects of reading and writing for diagnostic purposes.

In writing, the style of mark schemes introduced in 2003, and the writing commentaries to inform the interpretation of those mark schemes, continue to be used. These combine to make the task of marking pupils' writing more precise and yield more useful information to those interpreting the outcomes.

These tests can be used to track progression reliably, not only between years 3, 4 and 5, but also to make links between optional tests and the statutory tests at the end of key stages 1 and 2. During the development of the tests, large numbers of pupils completed various components of the new tests, as well as the 2005 statutory tests, to establish a statistical link between the optional and statutory tests.

These tests provide a set of thematically linked reading, writing and spelling tests for each year group. Reading is assessed on at least two texts of different genres, while the assessment of writing involves two pieces of writing – a longer and a shorter piece of different text types.

The administration, organisation and appearance of the tests designed for use in year 3 is adapted from key stage 1 practice. In years 4 and 5, the style is more similar to that used at the end of year 6. Unlike the statutory tests at the end of key stage 2, however, these optional materials are not due to be replaced annually and schools will need to store or reorder materials from year to year, as has been the case previously.

This guide will provide the user with information needed to administer and mark the tests. It also presents the necessary information to convert total marks to national curriculum levels for reading and writing, and to age standardised scores for reading.

Administration of the tests

Introduction

There are three tests to administer, all linked to the reading test, *Making a Treasure Map* and *The Hunt for the Secret Treasure*. The reading test is to be administered first as changing the order of the test components would disadvantage pupils and detract from the sense of the writing tasks.

To help you with your planning, the pupils' working times are given below. You will need to add the time for preparation and for distributing and collecting the tests.

Reading

Part 1

8 minutes' reading time and 20 minutes to respond

Part 2

12 minutes' reading time and 30 minutes to respond

Writing

Longer task: 40 minutes

Shorter task: 25 minutes

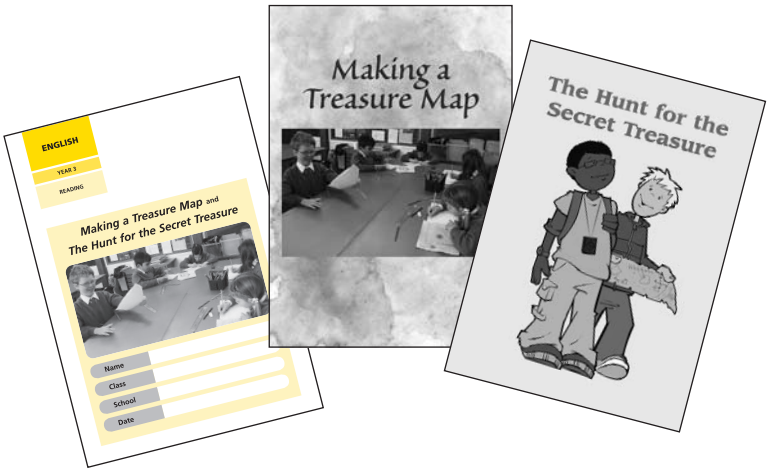
Spelling

10–15 minutes, approximately

Resources

Pupils will need their usual writing equipment and copies of the booklets they are to work in. In the case of the reading test, this includes the reading booklets *Making a Treasure Map* and *The Hunt for the Secret Treasure* and the accompanying Reading Answer Booklet. For writing and spelling, you can use either the photocopiable sheets at the back of this guide or the printed prompts and answer booklets, available from the QCA Orderline on 08700 606015.

Reading test



Timing

The test session consists of the following stages:

- **8 minutes** for the pupils to read through the first text: *Making a Treasure Map*
- **5–10 minutes** for the teacher to give test instructions and for pupils to complete practice questions
- **20 minutes** for the pupils to complete the first section of the Reading Answer Booklet
- **break** (duration to be decided by the teacher)
- **12 minutes** for the pupils to read through the second text: *The Hunt for the Secret Treasure*
- **5 minutes** for the teacher to give test instructions
- **30 minutes** for the pupils to complete the second section of the Reading Answer Booklet.

The reading test – first session

- Each pupil taking the test should be given a copy of the reading booklet *Making a Treasure Map*

  After handing out all the reading booklets, explain to the pupils that:

  - they have **8 minutes** to read the booklet *Making a Treasure Map*. If they have time available, they should re-read the booklet
  - afterwards they will have **20 minutes** to answer questions about what they have read
  - they will be able to refer back to the reading booklet as often as they wish during the test.
- Allow the pupils 8 minutes to read the reading booklet
- Ask the pupils to open the first page of the *Reading Answer Booklet* and to listen to you read aloud the instructions and do the practice questions on page 3 of the test.

  Depending on the pupils' familiarity with tests of this type, you may wish to add further explanation about the different question formats used and indicate the usefulness of the mark allocation (at the side of the page) in judging how much time and effort is to be invested in each question.

- In your own words, describe the work entailed in the booklet, ensuring that the following points are covered:
  - most of the tasks in the booklet consist of writing out answers to questions
  - pupils should work through the Reading Answer Booklet answering as many questions as they can until they reach the end of the section on page 8
  - if they find a question too hard, rather than spending too long on it, they should go on to the next one and come back to it later if they have time
  - they can look at the booklet *Making a Treasure Map* as often as they wish when they are answering the questions
  - remind pupils that sometimes page numbers are given to show them where to look for the answers to the questions that follow
  - they should not be worried about the spelling of difficult words, punctuation or grammar, as these are not marked
  - if they have problems, they may ask for help
  - they have **20 minutes** to complete this part of the test.
- You may use your discretion in reminding the pupils of any of these points, as appropriate, during the test session
- As the session continues, remind the pupils of the time as necessary. Pupils finishing early should be encouraged to look over their work
- When **20 minutes** have elapsed, please ask the pupils to finish the question they are answering. No extra time should be allowed except in the special circumstances outlined on pages 12–13.

The reading test – second session

- After a break, the length of which is left to your judgement, give each pupil a copy of the reading booklet *The Hunt for Secret Treasure*. Repeat the procedure outlined for the first session, allowing the pupils **12 minutes** to read the booklet
- Help pupils to complete the practice questions on page 9 of the Reading Answer Booklet. You may also wish to ask pupils to label the picture of Jackson and Goat, the two characters in the story
- Depending on the time that has elapsed between the first and second sessions, you may wish to remind pupils of the relevant points listed under section 4 above
- Allow **30 minutes** for completion of section 2 of the Reading Answer Booklet (this starts on page 10)
- Collect up all the booklets.

Writing test

There are two tasks to complete for the writing assessment – a longer and a shorter activity. The two tasks can be administered on the same day, with a break between the two sessions. Pupils should have completed the reading test before the writing tasks.

Pupil materials for this test are available as separate writing booklets and also as photocopiable pages at the end of this guide. These include:

- prompt sheets for both tasks
- planning sheet for the longer task
- formatted pages for pupil responses.

You are not obliged to use these prompts in this form and may enlarge or remodel the planning sheet as desired. However, any substantial change to the prompts themselves, or providing more help than intended on the planning sheet, would invalidate your pupils' results.

Timing

One hour and five minutes is available, in all, for the writing assessment: 40 minutes for the longer task and 25 minutes for the shorter task. These timings represent the maximum. If you find that your pupils do not require the full time available to them, then you may wish to stop either session early.

- **15 minutes** approximately for introduction and instructions
- **40 minutes** longer task (incorporating both planning and writing)

  break

- **25 minutes** shorter task (incorporating both thinking time and writing).

For the longer task, pupils can have a maximum of 10 minutes to plan. Pupils can start their writing during that time. If any pupils are still planning after 10 minutes you should encourage them to move on to their writing.

For the shorter task, a maximum of five minutes should be spent thinking about the task. If any pupils are still thinking after five minutes, you should encourage them to move on to their writing.

Before starting either of the two writing tasks, remind pupils of the reading booklets *Making a Treasure Map* and *The Hunt for the Secret Treasure*, as they provide a context for the tasks, in particular the longer writing task.

The longer writing task – *Treasure hunt fun*

Treasure hunt fun

Your school is having a treasure hunt. The headteacher has asked the children in your class for help and has put up this notice.

Treasure hunt fun

Dear Class

The school is going to have a treasure hunt. I would like some ideas. Can you help?

I will choose the best ideas and use them for the school treasure hunt.

Headteacher

Write about your ideas for the school treasure hunt. Explain the reasons why your ideas should be chosen.

- Give all pupils a copy of the longer task prompt and planning sheet and either an answer booklet or paper on which to write. Ask pupils to fill in the details on the cover.
- Introduce the writing test to the pupils in your own words, making sure you cover the following points:
  - there are two pieces of writing to do: one now, one at a later time
  - you will read through the instructions to the task they are going to do first
  - the pupils will have **40 minutes** to plan and write for this task.
- Introduce the longer task by reading through the writing prompt in full and drawing pupils' attention to the planning sheet that accompanies it (reproduced at the end of this guide).
- While your discussion with the pupils must not explore their ideas for the task given or help to structure the contents of their written test work, you may wish to remind them that they can use any of the information in the reading booklets to give them ideas. Tell them that they can use their imagination and make up any details that they do not know or cannot remember.
- Remind the pupils that brief notes, even one or two words for the main ideas, are sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Explain that no more than **10 minutes** should be spent on planning. When individual pupils feel that they have completed their plan, they should move on to writing.
- After 10 minutes, remind the pupils that they should now have started on their writing.
- During the test, you should remind the pupils of the time, eg halfway through the test. Pupils who finish early should be encouraged to check their work.
- After **40 minutes**, ask the pupils to stop writing.

The shorter writing task – *Playtime games*

Playtime games

Your school has been asked to contribute to a book for children about the games that children play. The book will have lots of information about the kinds of games children enjoy at playtime and why they enjoy playing these games.

Think about all the games that you play at playtime. What is your favourite game? It might be a game that you play in the playground, in the classroom, or inside at wet play.

What game would you like to include?

Describe this playtime game and say why you enjoy playing it so much.

Distribute the shorter task prompt and the pupils' writing booklet or paper.

- Read through the prompt for the shorter writing task, reproduced at the end of this guide.

  Spend a few minutes discussing with the pupils the kinds of games they play at playtime. Emphasise the fact that they do not have to write about an outdoor playground game, but could choose a game they play indoors.

  If necessary, explain to the pupils what is meant by the term 'wet play'.

- While your discussion with the pupils must not explore their ideas for the task given or help to structure the contents of their written test work, you may wish to remind them that they can use any of the information in the reading booklets to give them ideas. Tell them that they can use their imagination and make up any details that they do not know or cannot remember.

- There is no separate sheet for planning. Remind pupils of the time available – they should spend no more than 5 minutes thinking about the task and deciding what they will write about. When they have done this, they should move on to writing.

- After **25 minutes**, ask the pupils to stop writing.

Spelling test

A copy of the text of the spelling test *Pirates* complete with the words to be spelled is reproduced on page 11. The words to be spelled on the picture sheet are reproduced in the table below. Photocopiable sheets of the pupil material required for this test can be found at the end of this guide.

- The spelling test is not strictly timed; 10-15 minutes is suggested as a guide. Ask pupils to write their name, the class, the name of the school and the date in the appropriate boxes on the cover.
- **Part 1:** You should first discuss with pupils the large picture and smaller pictures around it (see below for target words). Make sure pupils know what each small picture represents, and then read the target words to the pupils, asking them to write each word in the correct place as you do so.
- **Part 2:** Using the teacher's version of the *Pirates* text available in this *Teacher's Guide* (page 11) you should then read the complete passage aloud, including the words in the gaps, as the pupils follow on their page. Pupils do not write anything at this point.
- You must then read the complete passage aloud again, pausing after each space to allow pupils to write in the missing word.
- Pupils should attempt all the words, making their writing as clear as possible.

In your own words, explain the nature and purpose of the test, making it clear that the pupils should each decide the spelling of the missing words alone and without copying. The pupils should be encouraged to make their best attempts at spelling, even for words with which they are unfamiliar. Use the instructions below, adapting them and/or repeating them as you judge necessary, so that all pupils understand what is expected of them.

1. Hold up your copy of the spelling sheet and show the pupils the two different sections it contains. Discuss with the pupils the large picture and the smaller pictures around it. Make sure each pupil knows what the pictures represent. The target words for the picture items are:

practice word				
map	**1. rope**	**2. patch**	**3. shark**	**4. coins**
	5. sail	**6. wheel**	**7. ladder**	**8. cloud**

   Tell the pupils to write the words in the correct places as you dictate the words to them. When all the pupils have finished, tell them to put their pencils down and listen.

2. When everyone is ready, read out the following, changing the wording if necessary.

   I am going to read out some information about Pirates.

   On the back page of your sheet you will find a copy of the information, but your version has words missing from it.

Follow the text on your sheet as I read through the passage for the first time, but don't write anything at this stage.

I will then read out the passage again, giving you time to write the missing words in the spaces.

3. Read aloud the text (reproduced on page 11) for the first time, including all the missing words. Before re-reading it, tell the pupils:

   I will now read the text to you again.

   When you come to a space, wait for me to tell you the word and then write it on the line.

   If you're not sure how to spell it, just have a go and put the letters you think are right.

   When you write the words, try to make your writing as clear as possible.

4. Read out the passage again, allowing time for the pupils to write the missing words on their sheets. If necessary, repeat the missing word so that all pupils understand what the target word is.

Pirates

Part 2

The ____real____ lives of pirates were not like the stories that you probably know. Many captains had rules about how their crew should behave. These had to be signed by ____every____ member of the crew. Here are some ____examples____:

- Anyone who ____tried____ to keep a secret was marooned on a desert island.
- No boys or women were allowed on a ship.

Those who ____broke____ the rules were harshly punished. Even though captains didn't like women on board, there were some ____famous____ female pirates. Grace O'Malley was a pirate around the time of Queen Elizabeth I. She was arrested ____several____ times but was set free. She retired to live a ____peaceful____ life.

Most pirates were too sensible to keep parrots as pets. Parrots made a mess and ____might____ be eaten by a ____hungry____ member of the crew!

Just ____seeing____ a pirate's black flag scared a ship's crew. However, a red flag was more ____feared____ as it meant that the pirates ____would____ show no mercy in battle.

practice

9 10 11 12 13 14 15 16 17 18 19 20

Total

Spelling test

Special arrangements

General advice

These materials are suitable for any pupil who is operating at levels 2–4 in English. The majority of pupils will be able to take the tests as a whole-class exercise, but there may be one or two pupils, or a small group, who might need more sensitive arrangements. For some individuals, for example those that suffer from attention related difficulties, breaking the testing into shorter sessions may be beneficial. For others, working separately away from the main group with an assistant would aid concentration and more closely resemble their normal working conditions. Whatever special arrangements are made, they should make it possible for the pupil to work to the best of their ability but should not provide an unfair advantage. At the back of this guide, photocopiable sheets are provided to give guidance to any additional adults in the classroom who are available to assist in the administration of these tests. You should note the nature and extent of the support outlined on those pages, as the help described there may be made available to all pupils, not only those with special needs. However, any adult who is to administer any parts of the tests independently to a group of pupils will need to follow the administration instructions found in this *Teacher's guide*.

It is advisable to have read the test materials thoroughly beforehand so that you can deal with questions readily. However, it should be noted that teachers must help pupils only with questions of test procedure and not with the content, for example by explaining word meanings.

Pupils should work individually and independently, producing their own ideas. They should not be totally unsupported, but you should avoid giving direct or indirect help.

Additional time

In considering whether to allow pupils to have extra time, teachers are referred to the guidance contained in QCA's *Assessment and Reporting Arrangements* booklet for Key Stage 2 (www.qca.org.uk/12305_9976.html).

It is the responsibility of the school to ensure that pupils who are given extra time meet the criteria specified for extra time at the end of key stage 2 tests. If extra time is used inappropriately, then the scores derived from the test will be unreliable.

English as an additional language

If you have pupils in your class who speak a language other than English at home, and whose English is not developed fully, you will need to plan carefully to ensure that the pupils are given the best possible opportunity to show what they can do. You are free to use gestures or drawings to help you, or to rephrase instructions in several different ways. You should use your knowledge of individual pupils to check that they have understood. As part of the introduction to the reading test, you are also free to discuss any concepts covered in the reading materials which may be culturally unfamiliar to your pupils. However, the English curriculum must be assessed in English and you should not define specific vocabulary used. Your pupils' achievements in speaking, reading and writing their first languages are not directly relevant to these English assessments.

Special educational needs

As is the case with all pupils working at levels 2–4, those with special educational needs should be reassured and encouraged to complete what they can of the test, leaving what they cannot do.

Pupils with physical or sensory impairment may use whatever technological aids they normally use. Pupils with a language disorder or hearing impairment may use their usual methods of communication. Responses to the reading test can be oral if necessary or an amanuensis may be used. In these cases a separate individual test session will need to be arranged. Responses for the writing tests must be in written format; they cannot be oral. Again, responses can be dictated by the pupil to an amanuensis, but all punctuation and features to do with presentation and layout will need to be explicitly specified by the pupil.

Modified versions of the test

The Optional English tests are also available in braille and modified large print. These can be ordered from QCA's agency for the distribution of optional modified tests. Full details can be found on NAA's test orders website. All orders must be placed as soon as possible, to ensure delivery of the tests by end of April. Ideally, orders will be placed before the end of January in the year the pupil will be taking the test.

Marking the reading test

The range of marks available for each question is given under the mark box in the margin of the Reading Answer Booklet.

Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

There are several different answer formats:

- ***short answers***
  These may be a word or phrase only, and **1 mark** may be awarded for each correct response.
- ***longer answers***
  These may be phrases or a sentence or two, and up to **2 marks** may be awarded.
- ***other answers***
  Some responses do not involve writing and the requirements are explained in the question.

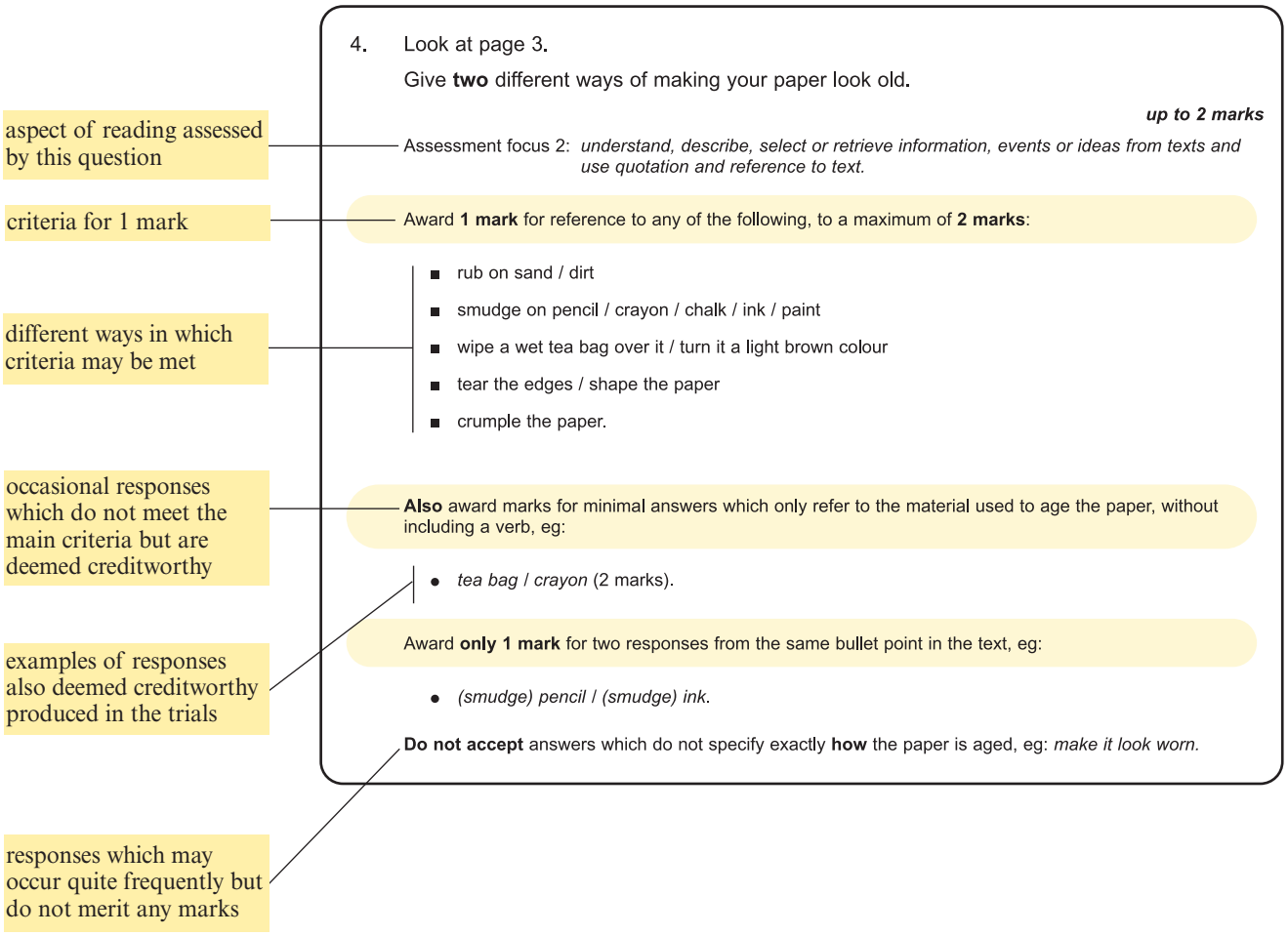
The mark scheme was devised after trialling the tests with pupils and contains examples of some frequently occurring correct answers given in the trials. These are shown in italics. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, you should focus on the content of what has been written and not on the quality of the writing, expression, grammatical construction, etc.

Assessment focuses for reading

The aspects of reading to be assessed are pupils' ability to:

1. use a range of strategies, including accurate decoding of text, to read for meaning
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literary traditions.

How the reading mark scheme is set out



The following table identifies the questions (with marks available) that address each assessment focus (AF).

Focus	Assessment focus 2	Assessment focus 3	Assessment focus 4	Assessment focus 5	Assessment focus 6	Assessment focus 7
	understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	*deduce, infer or interpret information, events or ideas from texts*	*identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level*	*explain and comment on writers' use of language, including grammatical and literary features at word and sentence level*	*identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader*	*relate texts to their social, cultural and historical contexts and literary traditions*
Section 1:	**Making a Treasure Map**					
Q1	1					
Q2	1					
Q3	1					
Q4	2					
Q5	1					
Q6	1					
Q7		1				
Q8	1					
Q9			1			
Q10	1					
Q11			1			
Q12			2			
Q13			1			
Q14	1					
Q15	1					
Section 2:	**The Hunt for the Secret Treasure**					
Q16	1					
Q17	1					
Q18		2				
Q19		1				
Q20		1				
Q21		1				
Q22		1				
Q23		1				
Q24		1				
Q25	1					
Q26		1				
Q27				1		
Q28		1				
Q29		1				
Q30	1					
Q31			1			
Q32		2				
Total marks	**15**	**14**	**6**	**1**	**0**	**0**

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly separately assessed in this test. Not all focuses will be appropriate to, or appear in, any one test at any given level.

Section 1: *Making a Treasure Map*

Page 4

1. Look at page 2. What do you need to use to make a treasure map?
Write **two** different things.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for **any two** of the following:

- paper (plain/squared)
- pencil
- coloured pencils
- felt tips
- tea bag
- sand
- dirt
- rubber
- ruler.

2. Why is squared paper useful for making a treasure map?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to writing or giving directions, eg:

- *you can use the squares to give directions*
- *when you write directions / for directions*
- *makes it easier to write directions / helps you give directions*
- *it helps you write instructions.*

Do not accept answers which do not refer to giving directions, eg:

- *you can use the squares / to measure how many squares*
- *it's easier to set out/draw*
- *it helps you follow the map / it's easier to read/understand.*

Page 4 (continued)

3. **Find and copy** the words that mean 'Helpful Hint'.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for:

- Useful Tip.

4. Look at page 3.

Give **two** different ways of making your paper look old.

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to any of the following, to a maximum of **2 marks**:

- rub on sand / dirt
- smudge on pencil / crayon / chalk / ink / paint
- wipe a wet tea bag over it / turn it a light brown colour
- tear the edges / shape the paper
- crumple the paper.

Also award marks for minimal answers which only refer to the material used to age the paper, without including a verb, eg:

- *tea bag* / *crayon* (2 marks).

Award **only 1 mark** for two responses from the same bullet point in the text, eg:

- *(smudge) pencil* / *(smudge) ink*.

Do not accept answers which do not specify exactly **how** the paper is aged, eg: *make it look worn.*

Page 5

5. Why is it a good idea to make your paper look old **before** you begin to draw your map?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for references to not spoiling the map, or to the consequences of not ageing the paper first, eg:

- *so you don't spoil your work*
- *because you might ruin it / the map*
- *if you age it afterwards you might go wrong*
- *because it will hide the drawing / your map might not show up.*

Do not accept answers which make simple references to making the map look old without mention of the consequences of not ageing the paper first, eg:

- *so you make the paper look old first*
- *it will look like a real treasure map*
- *you might make a mess.*

6. Look at page 4.

Why should you put details such as trees or houses on your map?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correctly ticked box.

Tick **one**

to make it more difficult	☐
to make it look old	☐
to show where to look	✓
to show who it is for	☐

Page 5 (continued)

Marking the reading test

7. Look at the Useful Tip on page 4.

How can you make sure the treasure hunt gets off to a good start?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for references to the starting point, eg:

- *give a starting point* / *show the start*
- *make the starting point easy to find*
- *they need to know where to start the hunt*.

Do not accept references to the ease / difficulty of the map or treasure hunt, eg: *make sure the map is easy* **or** answers taken from other parts of the text, eg: *draw places on your map* / *show places to look*.

8. Look at page 5. What do you need to do when you write directions?

1 mark

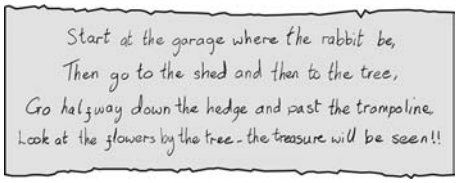
Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correctly ticked box.

	Tick **one**
tear the edges of the paper	
think about the places and objects on your map	✓
make the paper look old	
decide what your treasure will be	

Page 6

9.



Look at this text from page 5. Why has the text been presented like this?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for the correctly ticked box.

	Tick **one**
to show it is another step in the instructions	
to give you another Useful Tip	
to show it is an example of directions	✓
to tell you how to make the map	

10. Look at page 6. Why should you try out your directions?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for references to any of the following:

- making sure the directions work
- checking the directions
- making sure nothing is missing
- making sure the hunters are led the right way.

For example:

- *to make sure they are right*
- *to check it is not too easy / hard*
- *to see if there are any mistakes / in case you got something wrong*
- *you might have forgotten something / missed something out*
- *so the hunter doesn't get mixed up / if you don't, the hunter won't get to the treasure.*

Page 6 (continued)

11. Look at pages 3–6. Write numbers in the boxes to show the order of the steps for making a treasure map.

The first one has been done for you.

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for all three steps correctly numbered.

drawing your map	**2**
checking your map	**4**
making your paper look old	**1**
writing directions	**3**

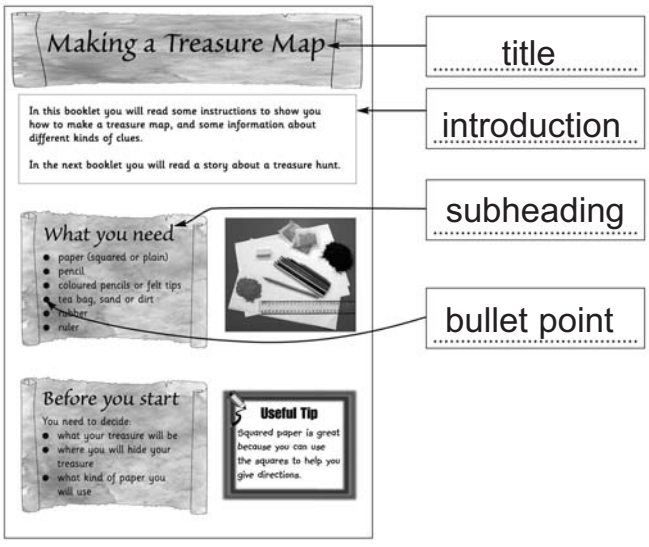
Page 7

12. Look at this page from the reading booklet. Write one label in each space to show what the arrows are pointing to.

up to 2 marks

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **2 marks** for all **four** labels correctly placed, and **1 mark** for **two or three** labels correctly placed.



Page 8

13. How do the photographs in the reading booklet help you?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for references to how the content of the photographs might be helpful for making the map, eg:

- *they show you what you need*
- *they show you how to age the paper*
- *they show you what to do / how to make the map*
- *they show you some examples / you know what it is meant to look like*
- *to give you ideas for your treasure map*.

Also accept more general references to the fact that the photographs supplement the text, eg:

- *they help explain the writing / it helps you by describing the writing*
- *if you don't understand the writing, the pictures will show you what to do*.

Do not accept vague responses or those which don't indicate **how** the photographs are helpful, eg: *if you don't understand it, it will help you / it gives you clues.*

Page 8 (continued)

14. Look at page 7. How can you make a treasure hunt more interesting for the treasure-hunters?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to using clues, or to specific types of clue, eg:

- *use clues*
- *make a trail / tie ribbons to trees / put arrows*
- *use word clues / picture clues / riddles and rhymes.*

Also accept answers which **make reference to other sections of text** and indicate sensible ways in which a treasure hunt could be made more interesting, eg:

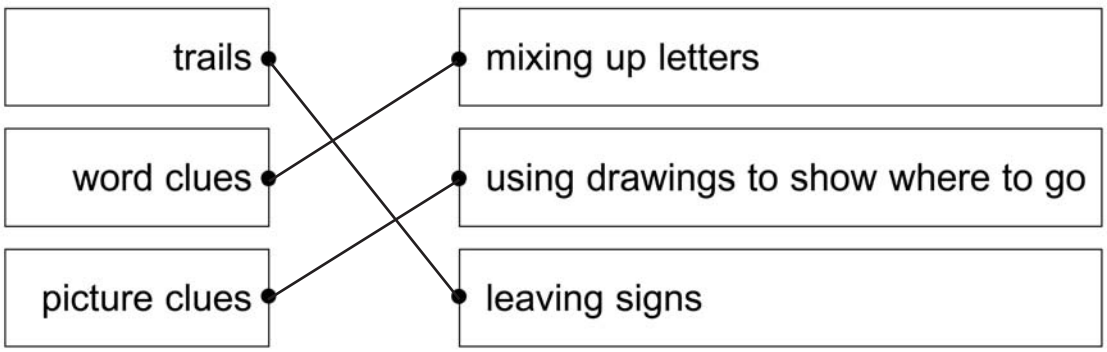
- *draw more things on the map / put more detail in*
- *make it more difficult / harder to solve*
- *make it longer / if the clues take longer to find.*

15. Match each clue to its description.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for all three correctly matched.



Section 2: *The Hunt for the Secret Treasure*

Page 10

16. Look at page 3.

What was Jackson's treasure?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for three ticks correctly placed.

Tick **three**

money	✓	flower	
map		watch	
sticker	✓	balloon	✓

17. Where did Jackson hide the treasure?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to any of the following:

- in a pot of pansies / in some flowers
- on the front porch
- in a (metal) box.

Do not accept non-specific answers, eg: *in the garden* / *near his house*.

Page 10 (continued)

18. Why was Jackson proud of his map?

Give **two** reasons.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to any of the following, to a maximum of **2 marks**:

- it was tricky / difficult, eg: *it was hard*
- it would lead Goat all over, eg: *he thought Goat would never find it*
- it looked like a real pirate map, eg: *he made it look like a proper treasure map*
- it was drawn on brown paper, eg: *it looked old*
- he had ripped / torn the edges.

Also award **1 mark** for answers which make reference to other parts of the text and refer to the length of time Jackson had spent on the map, eg:

- *he worked really hard on it*
- *he had spent all morning on it*.

Do not accept answers implying that the map would help Goat, **or** very general answers related to either the map or Jackson's feelings towards it **or** answers that are not text based, eg:

- *it showed him where to go*
- *it was helpful*
- *he did it himself* / *with no help*
- *he liked it* / *because he had done well*.

Page 10 (continued)

19. Look at page 4. When Goat gave Jackson a piece of paper, why was Jackson disappointed?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to any of the following:

- Goat not making a map / Jackson wanting a map
- Goat using a little scrap of paper
- the size of the writing
- the lack of time he spent compared to Jackson.

For example:

- *Goat was supposed to make a map / it wasn't a map*
- *Goat had written clues (instead of a map)*
- *it was a dirty scrap of paper*
- *the writing was so small / he couldn't read it*
- *he hadn't made an effort / spent much time / Jackson spent a long time on his map*.

Do not accept answers which refer to Jackson's disappointment due to other / later events in the story, or vague answers, eg:

- *Goat saw the petal / found the treasure*
- *Goat didn't use his map*
- *because they were so hard / he didn't understand them*
- *he didn't know what it was*
- *because Goat did it wrong*.

Page 11

20. *Goat was already running down the pavement.*

Why did Goat run off so soon after Jackson gave him the map?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for references to Goat already knowing where the treasure was hidden **or** Goat having seen the pansy petal, eg:

- *he knew where it / the treasure was*
- *he was going straight to the treasure / to the flower pot*
- *he wanted to find / get the treasure*
- *he was going to Jackson's house to look for the treasure*
- *there was a petal on Jackson's watch*
- *Jackson had given it away / Goat had seen a clue*.

Do not accept references to Goat having already found the treasure, eg: *he had found the treasure.*

21. Look at page 5. Jackson said, *"I spent all morning on that map!"*
What do these words tell you about how Jackson was feeling?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for appropriate references to Jackson's feelings or attitude, eg;

- *he was annoyed / angry / cross*
- *he was upset / disappointed*.

Do not accept answers which refer to the reasons for Jackson's feelings, without specifying an appropriate emotion, eg: *he had taken it seriously / worked very hard / he had wasted his time* **or** reference to incorrect emotions, eg: *he was tired / proud*.

Page 11 (continued)

22. What clue did Goat see that told him where the treasure was hidden?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correctly ticked box.

Tick **one**

an old pot	☐
Jackson's map	☐
a petal	✓
Jackson's watch	☐

23. Look at page 6.

Goat said, *"Too tricky, huh, Jackson?"*
Why did Goat say this?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correctly ticked box.

Tick **one**

He was shouting at Jackson.	☐
He was teasing Jackson.	✓
He was trying to trick Jackson.	☐
He was being kind to Jackson.	☐

Page 12

24. Look at page 6. When Jackson looked at Goat's clues, he pretended it was for the first time. Why did he do this?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correctly ticked box.

Tick **one**

The clues were easy.	
He was bored with the game.	
He had already worked out the clues.	
He hadn't worked out the clues yet.	✓

25. How did Goat know where the sticker came from?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for references to Goat eating / having the same kind of cereal, eg:

- *he eats / likes the same kind of cereal*
- *he has the same breakfast / he's eaten the cereal before*
- *he found one in his cereal box*.

Do not accept simple references to where the sticker came from, eg: (*because it came from*) *a cereal box.*

Page 12 (continued)

26. Look at page 7. Jackson thought: *Now he had ruined it.*
Why did Jackson think Goat had ruined the treasure hunt?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for appropriate references to Goat's behaviour / actions up to this point in the story that have upset Jackson:

- Goat didn't make a map / made clues
- Goat found the treasure (before Jackson), eg: *he found it so quickly* / *he knew where the treasure was*
- Goat didn't need to use his map
- he found the answer because of the petal
- Goat wrote difficult clues / Jackson couldn't work out Goat's clues, eg: *Goat made it too hard*
- Goat was teasing him
- Goat hadn't been fair / didn't follow the rules, eg: *Goat cheated*.

Do not accept general references to Jackson's feelings with no reference to Goat, eg:

- *it wasn't fun any more* / *he wanted to quit*
- *he said he was bored of the game* / *he didn't really like it*
- *all week he had been looking forward to it*
- *he wanted to find the treasure*.

Page 13

27. What does the word *stamped* tell you about the way Jackson was feeling?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for responses which identify an appropriate feeling, eg:

- *he was fed up* / *annoyed* / *upset*
- *he was angry* / *cross* / *in a mood* / *mad*
- *he felt cheated*.

Do not accept references to general negative emotions, eg: *he was sad* / *unhappy*, **or** inappropriate emotions, eg: *he was bored*, **or** reference to the reasons for Jackson's feelings, rather than specifying a feeling, eg: *he had not found the treasure* / *he couldn't do the clues*.

Page 13 (continued)

28. Look at page 8. Jackson thought: *I felt better.*
Why did Jackson feel better now?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for references to the fact that Jackson understands Goat's clues now, **or** knows where the treasure is hidden, **or** the fact that Goat has given himself away **or** helped Jackson in some way to decipher the clues / find the treasure, eg:

- *he knew what the clues / instructions meant*
- *he gets the clues now / he had worked the clues out / he had solved it*
- *he knew where to look / he knew it meant trees*
- *he knew where to find the treasure / it was his turn to find the treasure*
- *Goat had given away his clues too*
- *because he had got a clue / he finds a clue*
- *Goat was helping him / Goat helped him find the treasure / Goat gave him an idea*.

Do not accept references to later in the story, ie Jackson already having found the treasure, eg: *because he found / liked the treasure* **or** responses which do not show an understanding of the significance of Goat's actions, eg: *Goat stuck his hands in his pockets.*

29. Look at page 9. Why was Goat following Jackson slowly?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correctly ticked box.

	Tick **one**
Jackson had opened the bag.	
Jackson had nearly found the treasure.	✓
Goat was very pleased.	
Jackson wanted to quit.	

Page 13 (continued)

30. Where did Goat hide his treasure?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for reference to any of the following:

- in a (paper) bag
- in a tree
- hanging from a branch.

Page 14

31. Put these events in the order that they happen in the story.

The first one has been done for you.

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for all three steps correctly numbered.

Goat sees the pansy petal.	**2**
Jackson and Goat hide the treasure.	**1**
Jackson finds the paper bag.	**4**
Goat finds the metal box.	**3**

Page 14 (continued)

32. Do you think Jackson enjoyed the treasure hunt?

Tick **one**.

yes ☐ no ☐ yes and no ☐

Explain your answer.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for each appropriate explanation which **makes reference to events in the story**, to a maximum of **2 marks**.

Yes:

- he enjoyed making the map
- he was proud of his map / liked his map
- he found the treasure (in the end)
- because Goat gave himself away
- they both found something.

Do not accept answers which do not refer to specific story events, eg: *it was good* / *fun* / *he was happy* / *Goat was his best friend.*

No:

- he argued with Goat
- Goat teased him / was not very nice to him
- Goat found the treasure before him / more quickly
- Goat's clues were hard / he didn't understand the clues
- Goat didn't use his map / (he thought) Goat cheated
- Goat made clues instead of a map
- he couldn't find Goat's treasure / it took him a long time
- Goat ruined it.

Do not accept answers which do not refer to specific story events, eg: *he was annoyed* / *upset*.

For example:

- [No] *because Goat did not need the map and didn't draw a real map and gave clues* (2 marks)
- [Yes and no] *he argued with Goat but in the end he found the treasure* (2 marks)
- [Yes and no] *he gave it away, but so did Goat* (2 marks)
- [Yes and no] *he was disappointed when Goat didn't use the map and happy at the end because he found the treasure* (2 marks)
- [Yes and no] *he didn't get the treasure first but it was fun* (1 mark)
- [Yes] *he enjoyed finding the treasure* (1 mark).

Also award **1 mark** for responses which refer to Jackson's emotions at a particular point in the story, but which do not offer an explanation, eg:

- [Yes and no] *because he was happy at the end but angry in the middle*
- [Yes and no] *at the beginning he felt happy but near the end he did not enjoy it and in the end he was happy*
- [Yes and no] *he was happy then bored then happy*
- [No] *he was a bit moody at the end*.

Marking the writing test

There are two mark schemes, one for the longer task *Treasure hunt fun* (pages 39–41) and the other for the shorter task *Playtime games* (pages 50–51).

Assessment focuses for writing

The aspects of writing to be assessed are pupils' ability to:

1. write imaginative, interesting and thoughtful texts
2. produce texts which are appropriate to task, reader and purpose
3. organise and present whole texts effectively, sequencing and structuring information, ideas and events
4. construct paragraphs and use cohesion within and between paragraphs
5. vary sentences for clarity, purpose and effect
6. write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
7. select appropriate and effective vocabulary (this is not assessed separately, but contributes to text structure and organisation and composition and effect)
8. use correct spelling (assessed through the spelling test).

The mark scheme strands

For the purpose of marking the writing, related assessment focuses have been drawn together into three strands:

- sentence structure
- punctuation
- composition and effect.

For the longer task, the strands are organised as follows.

	Assessment focuses
■ sentence structure	– vary sentences for clarity, purpose and effect.
■ punctuation	– write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.
■ composition and effect	– write imaginative, interesting and thoughtful texts – produce texts which are appropriate to task, reader and purpose – organise and present whole texts effectively.

For the shorter task, the strands are organised as follows.

	Assessment focuses
■ sentence structure and punctuation	– vary sentences for clarity, purpose and effect – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.
■ composition and effect	– write imaginative, interesting and thoughtful texts – produce texts which are appropriate to task, reader and purpose – organise and present whole texts effectively.

Handwriting is assessed across both tasks. The marking criteria are shown in section F on pages 58–60.

The criteria encourage positive recognition of achievement in writing. Pupils do not necessarily develop uniformly across these categories, and the strands allow separate judgements to be made about the relative strengths and weaknesses of a pupil's work.

Marking procedures

The criteria for each strand identify typical characteristics of pupil's work in different bands. When marking, it is helpful first to identify which bands are most relevant to the writing and then refine the judgement to a mark within a band. The annotations on the example scripts show how to look for features in the writing, and the summary boxes show how to weigh these features to reach a mark.

Where the writing clearly does not meet the criteria for Band 1, a mark of 0 should be awarded.

Pupils are expected to follow the prompt very carefully, especially in content and form. Pupils whose writing is unrelated to the prompt should not be credited with any marks for composition and effect. Those pupils who do not maintain the form throughout the piece, for example a non-fiction piece becoming narrative, do not have access to the full range of marks for composition and effect.

Marking the writing

A set of annotated scripts, written by year 3 pupils during the pre-tests, is presented here to help your judgements of the writing. Scripts are reproduced without corrections to spelling.

The longer task: *Treasure hunt fun*

The task is to write a letter to the headteacher, describing and explaining plans for a school treasure hunt. The prompt is presented as a notice from the headteacher, asking pupils for ideas and explaining that the best ideas will be chosen for the hunt. The importance of explaining why ideas are appealing, and justifying their selection, is emphasised through repetition in the prompt and on the planning sheet. The planning sheet also directs pupils' thinking towards the kinds of clues they might use and the ways in which they could make their treasure hunt interesting and exciting.

The answer booklet (the photocopiable writing template) provides some support: the greeting 'Dear Headteacher' and introductory sentence 'Here are my ideas for the treasure hunt' are intended to cue pupils to the type and format of writing required. However, pupils should not be penalised if the letter does not have a conventional ending.

Better performances are distinguished by some variety of ideas and development of plans for the hunt, with reasons for choices. In addition, writing has a logical structure, with clear connections between ideas. Viewpoint is clear and writing shows an awareness of purpose; words and phrases are selected to make ideas sound appealing and a persuasive tone may be used.

Treasure hunt fun

Your school is having a treasure hunt. The headteacher has asked the children in your class for help and has put up this notice:

Treasure hunt fun

Dear Class

The school is going to have a treasure hunt.
I would like some ideas. Can you help?

I will choose the best ideas and use them for the school treasure hunt.

Headteacher

Write about your ideas for the school treasure hunt.
Explain the reasons why your ideas should be chosen.

Mark scheme for the longer task: *Treasure hunt fun*

SECTION A	**SENTENCE STRUCTURE** ***Assessment focus: vary sentences for clarity, purpose and effect***
Band A1	• Words and phrases are used to communicate meaning and some ideas about the topic are expressed in sentence-like structures. ***1 mark***
Band A2	• The construction of clauses is usually grammatically accurate, predominantly starting with subject and verb (*We can*; *I am*; *It is*). Writing is often speech-like in structure. Clauses are sometimes joined with *and*, *but*, *then*, with some use of simple sentences. Repeated use of subordinating connective *because* may occur. Occasional use of simple adjectives (*fun day*; *hard map*) and/or adverbials (*then we can have*). ***2–3 marks***
Band A3	• Simple connectives *and*, *but*, *then*, *when* link clauses (*but for the older kids*). Some variation in subordination (*because*, *so*) but may be repetitive. Subjects and verbs may be repeated (*there will be*; *there is*). Nouns are sometimes modified by adjectives (*huge map*; *lovely party food*; *little clues*) and adverbs are used for emphasis (*really*). Some use of modal verbs (*there could be*; *we could*). Some sentences expanded by simple adverbials (*later*; *in the playground*). ***4–5 marks***
Band A4	• Sentences are mostly grammatically sound. Expanded noun phrases and adverbials (*at the end*; *after that*) vary construction of sentences. Subordinating connectives are used in a variety of ways to develop explanation within sentences (*if it's not raining*; *which will hopefully make them come*). There is some variation in subjects of sentences (*the treasure hunt*; *you*; *some people*; *everybody*). Tenses are generally consistent or appropriate; modal verbs to express possibility are varied, eg *could*, *would*, *will*. ***6 marks***

SECTION B	**PUNCTUATION** ***Assessment focus: write with technical accuracy of syntax and punctuation in phrases, clauses and sentences***
Band B1	• Some awareness is shown, in writing or discussion, of how full stops are used. ***1 mark***
Band B2	• Sentences are sometimes demarcated by capital letters and full stops. Other punctuation may mark questions and exclamations. ***2–3 marks***
Band B3	• Full stops, capital letters, exclamation marks and question marks are used to demarcate sentences, mostly accurately; commas are used in lists. ***4–5 marks***
Band B4	• Accurate sentence demarcation and some correct use of commas within sentences to mark phrases or clauses. ***6 marks***

SECTION C	**COMPOSITION AND EFFECT**
	Assessment focuses: ***write imaginative, interesting and thoughtful texts***
	produce texts which are appropriate to task, reader and purpose
	organise and present whole texts effectively, sequencing and structuring information, ideas and events

Band C1

- Meaning is communicated through simple words and phrases. Ideas may be listed, with little expansion.
- Word choices establish the topic content (*treasure*).

1 mark

Band C2

- Meaning is communicated in a simple structure, with some connection between ideas. The selection of material relates to the topic and some ideas are relevant. Text may comprise list of clues.
- Simple description of ideas may dominate writing (*the treasure could be gold*). Details are sometimes included to interest the reader (*free crisps and drink*) but are not developed and rarely linked to other ideas.

2–4 marks

Band C3

- Ideas about the treasure hunt provide necessary information and are simply structured. Information may closely follow prompt and/or planning. Ideas are relevant and sometimes grouped to develop content (*to trick people*; *paces and side-steps*). Where the emphasis is on clues, some explanatory text is provided.
- The writing shows evidence of a viewpoint: feelings / attitudes are expressed and some justification or explanation of some ideas is given (*It's a good idea so we can make money*).
- Some elaboration and detail is included for interest and to support ideas (*there will be prizes if you find the treasure*; *you could have a treat*).

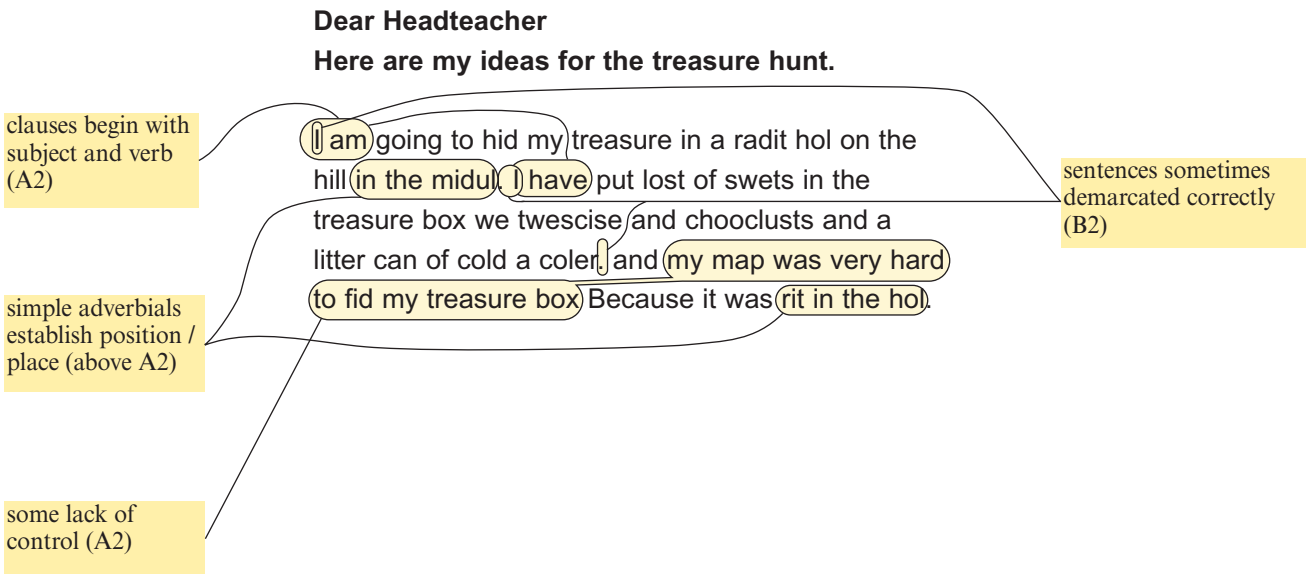
5–7 marks

Band C4

- Plans for the treasure hunt are logically structured. A variety of ideas are suggested, with some developments and reasons for choices. Clues may be integrated into the text to provide illustration or examples. There is some individuality and imagination shown in ideas and suggestions. Introduction of new ideas may be signposted (*Some other ideas to make it enjoyable*; *You could also*; *that is my first idea this is my other one*; *Now for my grand finale*).
- Viewpoint is established and maintained and the merits of most ideas are explained (*because pupils can work together as a team*; *pupils from other schools can come and enjoy it*; *so that no one gets mixed up*).
- Stylistic choices maintain interest and exemplify advantages of ideas (*spectacular ideas*; *so that little pupils could reach the treasure as well*). Some words and phrases carefully selected for precision (*a small map booth*; *the ultimate treasure*; *mini toy pirate ship*) and to make ideas sound appealing (*so that we could decorate the whole room*).

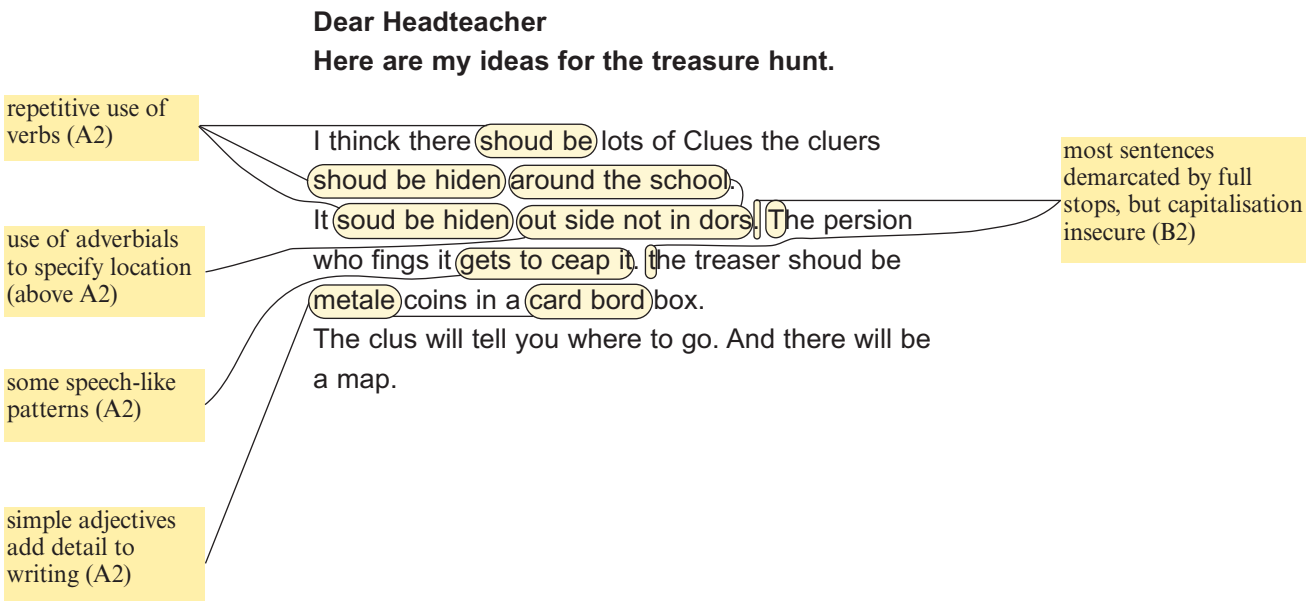
8–10 marks

SENTENCE STRUCTURE **PUNCTUATION**



SENTENCE STRUCTURE **Summary**	COMPOSITION & EFFECT • Ideas for the treasure hunt are relevant, but restricted to two single (although related) elements: where to hide the treasure and what the treasure is (C2). • Lack of expansion; writing tends to be simple description of ideas, although some minimal detail is added (*in a radit hol*; *lost of swets*) (C2).	PUNCTUATION **Summary**
Writing consists of some accurate clauses joined using *and*, combined with some more clumsy sentence structures towards the end of the writing. Tense is inconsistent. Some attempt has been made to introduce variety through use of adverbials and adjectives.	**Summary** Writing relates to the theme of a treasure hunt; however, content is minimal and ideas are not linked. Writing is presented as a list of ideas, with no development or justification.	Punctuation is inconsistent; two sentences are demarcated appropriately, but elsewhere capitalisation is incorrect.
Band A2 – 2 marks	Band C2 – 2 marks	Band B2 – 2 marks

SENTENCE STRUCTURE **PUNCTUATION**



SENTENCE STRUCTURE **Summary**	COMPOSITION & EFFECT • Content is relevant to the topic and there is some connection between ideas in the first section, but the second section of writing lacks logical structure; 'the treasure' is not specified until the final sentence (C2). • Writing is dominated by simple description (*there will be a map*), with a lack of persuasion and only simple development of ideas (*The persion who fings it gets to ceap it*). Justification is not provided for most ideas (C2).	PUNCTUATION **Summary**
Sentences are simple and quite short, but largely controlled. Sentences begin with subject plus verb (*I thinck; the treaser shoud*). Some simple adverbials and adjectives vary sentence structure. More linking of clauses is needed to achieve the next band.	**Summary** Ideas are relevant and some attempt is made to develop certain elements. The structure of the writing is a weakness; clues are referred to at the beginning of the piece, then again towards the end. A new idea (the map) is introduced at the end of the writing, with no expansion or detail to support it.	Writing consists of some accurately punctuated sentences combined with some omitted capital letters and full stops.
Band A2 – 3 marks	Band C2 – 3 marks	Band B2 – 3 marks

SENTENCE STRUCTURE **PUNCTUATION**

Dear Headteacher
Here are my ideas for the treasure hunt.

some awkwardness of expression (A2)

simple adverbials provide some variety and add to content (above A2)

adverb used to develop content further (above A2)

repetitive sentence openings (A2)

I think we should have clue points to help you and tell you where the next one is a bit in the Treasure Hunt. You could also have riddles and a clue what the prize is. I think it would be great with teams. And you could trick people with trick clues. It should be all over the school grounds. You could make the map look old. You could also make some arrows on the ground to help them. You could give them a time amount to find the treasure. You could let them in places there not usually aloud to go. Put the treasure a bit underground with a X over it. You could do it with the whole school and have one adult to help each group.

most sentences appropriately demarcated with capital letters and full stops (B3)

SENTENCE STRUCTURE	COMPOSITION & EFFECT	PUNCTUATION
Summary	• Ideas are relevant but writing is presented as a sequence of ideas which are not closely connected; as a result it is poorly structured (below C3). • Viewpoint evident through justification of ideas (*it would be great with teams*) (C3). • Vocabulary is appropriate (*clue points*; *riddles*; *trick clues*) (C3).	**Summary**
Writing is mainly grammatically accurate, but lacks coherence at times, primarily because of pronoun confusion. Although adverbials add some diversity of expression, there is a lack of variety; several sentences follow the same structure.	**Summary** Content of writing is relevant to the task but the piece is weakened by the poor structure; ideas are not logically grouped together. Vocabulary is precise at times and some ideas are expanded (*to...tell you where the next one is*), but several suggestions are presented as a list of fairly undeveloped ideas.	Use of simple punctuation (capital letters and full stops) is generally sound. Predominantly short sentences limit opportunity to use a wider range of punctuation.
Band A2 – 3 marks	Band C3 – 5 marks	Band B3 – 4 marks

SENTENCE STRUCTURE **PUNCTUATION**

Dear Headteacher
Here are my ideas for the treasure hunt.

We could make cardboard monster's to pop out that would make the treasure hunt more intresting and a bit spooky. We could also have some children to dress up as pirate's. I also think we should put some clue's and tricks into the treasure hunt for example we could put arrows that show the way there could be two paths and the children won't now which path is right. We could also make a map and then rip it up and throw the peice's everywhere. I think that lot's of children will enjoy the treasure hunt because it will be fun and a bit spooky. I think you should choose my idea's because I have worked very hard thinking about my ideas I have put trick's in my treasure hunt to make it a bit intresting and funny. I have also put clue's in my treasure hunt and I have put lot's of other stuff aswell and that is why I think you should pick my ideas for the treasure hunt. I would be really happy if you picked my idea's.

varied use of modal verbs to express potential ideas (A3)

noun phrases mostly simple with some expansion (A3)

some repetition of subjects and verbs (A3)

adverb introduces new ideas, although it is perhaps overused (A3)

connectives link clauses (A3)

adverbials develop ideas (A3)

accurate use of capital letters and full stops (B3)

some opportunities for punctuation missed (below B3)

SENTENCE STRUCTURE

Summary

Writing is generally grammatically sound, although some sentences require additional punctuation. There is some variation in subjects (*we*; *I*; *the children*), but sentence openings are repeated at times (*we could*; *I think*). Expanded phrases and adverbials develop content and adverbs (*really*) are used for emphasis.

Band A3 – 5 marks

COMPOSITION & EFFECT

- Writing is simply structured, with some evidence of having followed the planning prompts (C3).
- Ideas for the treasure hunt are relevant, with some explanation and justification provided (*that would make the treasure hunt more intresting and a bit spooky*) (C3).
- Vocabulary is varied and precise at times (*cardboard monster's*; *pirate's*; *a bit spooky*; *arrows that show the way*) (C3).

Summary

Ideas for the treasure hunt are varied with some logical organisation of points. Some ideas thread through the writing (the 'spooky' element of the hunt is mentioned at the beginning and referred to again towards the end as an attractive feature of the event). Although not particularly specific and quite repetitive, there is a deliberate attempt to persuade, showing an awareness of the purpose for writing (*I have worked very hard*; *put lot's of other stuff*).

Band C3 – 6 marks

PUNCTUATION

Summary

Most sentences are demarcated simply but accurately, using capital letters and full stops. This leads to a mark just within band B3.

Band B3 – 4 marks

SENTENCE STRUCTURE **PUNCTUATION**

Dear Headteacher
Here are my ideas for the treasure hunt.

We can hide them in some low and tall places to make them try and reach up. We could also hide the clues in some easy places so they can maybe find the clues straight away or difficult places so they can use there eyes. Also I think we could hang down some clues of a tree or a bush so they have to pull the clues down. These are some of the clues I will use, your nearly there to let them know there nearly there, turn to left and straight down the corridor by the water foutians there you will find your 3rd clue. Or some rhyming words or a poem. To let them know where the next clue is. I think they will enjoy the treasure hunt because they are looking for clues and reading them too. Also looking forward to the treasure at the end. The treasure at the for the girls are a medal and some jewerly and for the boys a medal and some sweets. All the children will start on the field then go into different directions in any place on the field then when they have found there first clue it will lead them to there second clue. I think the children should go round in groups of three or four. I think you should choose my ideas because I think there exciting and fun to play.

From Gemma

lack of clarity through imprecise referencing (below A3)

variety of connectives, including subordination (A3)

adverbials vary sentence structures (A3)

tense generally controlled (above A3)

capital letters and full stops used accurately to demarcate most sentences (B3)

additional punctuation needed in order to distinguish clues from main text (below B3)

SENTENCE STRUCTURE

Summary

Sentences are mostly grammatically sound, and tense is appropriate and consistent. A range of sentence structures and openings are used (*We could*; *These are*; *I think*). Modal verbs (*could*; *will*) and adjectives (*tall*; *easy*) add further variety to the writing. However, problems with pronoun referencing and some omissions lead to lack of clarity and keep the piece within band A3.

Band A3 – 5 marks

COMPOSITION & EFFECT

- Writing is logically structured; each idea is presented then explained and developed (*so they can use there eyes*; *to let them know there nearly there*). Clues are integrated into main text, with some illustration and explanation provided (C4).
- Viewpoint is evident and some awareness is shown of the treasure-hunters (*for the girls are a medal and some jewerly and for the boys a medal and some sweets*) (C4).
- Vocabulary is simple but used precisely to support ideas and make them sound appealing (*exciting and fun to play*) (C4).

Summary

Writing is well structured, with different ideas presented and some development. Some awareness is shown of the purpose for writing, with reasons provided for why people will enjoy the hunt. Language is appropriate but more variation is needed for a higher mark within the band.

Band C4 – 8 marks

PUNCTUATION

Summary

Basic punctuation is generally sound, although some errors make the writing less fluent and muddled at times. Where clues are incorporated into the writing, punctuation is insufficient, leading to a lack of clarity.

Band B3 – 4 marks

SENTENCE STRUCTURE **PUNCTUATION**

sentences are mostly grammatically accurate, with varied openings (A4)

adverbials vary sentence construction and add detail (A4)

expanded noun phrases help to develop ideas (A4)

varied subordination is used to develop explanation (A4)

varied modal verbs are used to express possibility (A4)

most sentences are demarcated accurately, but some capital letters are missing at the beginning of sentences (B3)

use of exclamation mark (B3)

appropriate use of brackets to provide explanation (above B3)

occasional incorrect capitalisation in the middle of sentences (below B3)

Dear Headteacher
Here are my ideas for the treasure hunt.

I think the treasure should be gold and shiny with Jewls on. The treasure should be hidden in a mixture of places like a wood or a sand pit or maby even a basket ball net! On some of them we could make them dig a bit. we could make the treasure. the treasure could be cups, bowls or plates.

To give them some clues we could put out some brightly coulerd baloons near where we put the treasure. For exemple if we put a plate in a tree we could tie a baloon to a branch. The mane piece of treasur could have a baloon modle and a X markes the spot. The person who find the mane peice of treasure could have two chewits (sweets). The children that find a normel peice of treasure could get one chewit. The children who don't find any peices of treasure could get a chewit anyway.

I think they will enjoy doing it my way because they will enjoy Finding the ballons. and they will enjoy ceeping the treasure to look at. The children will enjoy the digging. and hopefully the making of the treasure.

I think you should choose my Idear because it will be fun, the treasure will look nice. It will be like a little adventure and adults can Join in to. It will be a nice expirience for people who dont have any treasure hunts. I'm sure the children will love the sweets.

yours sensirly
Ali

SENTENCE STRUCTURE

Summary

Writing is mostly grammatically sound, with effective use of different constructions and a range of subordinating connectives. Modal verbs are used to express possibility, and expanded noun phrases and adverbials express ideas clearly.

Band A4 – 6 marks

COMPOSITION & EFFECT

- Writing is structured in paragraphs, each addressing a different idea or element of the writing task. There is some evidence of having followed the planning sheet. A variety of ideas are suggested and include development (*For exemple if we…*) (C4).
- A number of reasons why people will enjoy the hunt are provided (*It will be like a little adventure*) and the reasons for its wide appeal made clear (*adults can Join in to*). Some awareness of the needs of the treasure-hunters is shown (*The children who don't find any peices of treasure could get a chewit anyway*) (C4).
- Some words and phrases are carefully selected (*little adventure*; *nice expirience*; *I'm sure*) to make the hunt sound appealing and persuade the headteacher (C4).

Summary

Writing is well structured and there are strong links between ideas throughout. Ideas for the treasure hunt are appropriate and consistently well developed, with some exemplification. Writing shows awareness of both the persuasive purpose of the writing and of the people at whom the treasure hunt is aimed.

Band C4 – 9 marks

PUNCTUATION

Summary

Capital letters and full stops are mostly accurate, with appropriate use of exclamation mark and brackets. Occasionally, capital letters and full stops are inserted incorrectly in the middle of sentences.

Band B3 – 5 marks

This page may be used for your own notes

page for your own notes

The shorter task: *Playtime games*

In this task, pupils are asked to write about a playtime game that they particularly enjoy. The prompt directs them towards providing a description of the game, and the need to explain why it is enjoyable is emphasised through repetition. Pupils are specifically directed towards writing about a playtime game rather than a game they play at home. The purpose for writing is to contribute to a book containing a compilation of popular playtime games.

Support for the content and organisation of the piece is provided on the formatted writing sheet, which is divided into five sections: Name of the game; Description of the game; Who I play the game with; Why I enjoy playing the game; Who else would enjoy playing the game and why. Sections differ in size, according to the requirements and expectations of the task.

Better performances are distinguished by a clear and concise description of the game, which provides necessary detail and is logically ordered. Reasons are given for enjoying the game, with some expansion or development, and some reference to specific elements of the game. A strong viewpoint can be identified in better examples of writing, with an awareness of who the particular game might appeal to. Specialised vocabulary may be used, and position the writer as 'expert'.

Playtime games

Your school has been asked to contribute to a book for children about the games that children play. The book will have lots of information about the kinds of games children enjoy at playtime and why they enjoy playing these games.

Think about all the games that you play at playtime. What is your favourite game? It might be a game that you play in the playground, in the classroom, or inside at wet play.

What game would you like to include?

Describe this playtime game and say why you enjoy playing it so much.

Mark scheme for the shorter task: *Playtime games*

SECTION D	**SENTENCE STRUCTURE AND PUNCTUATION** ***Assessment focuses:*** ***vary sentences for clarity, purpose and effect*** ***write with technical accuracy of syntax and punctuation in phrases, clauses and sentences***
Band D1	• Words and phrases are used to communicate meaning and some ideas are expressed in sentence-like structures. • Some awareness is shown, in writing or discussion, of how full stops are used. ***1 mark***
Band D2	• Clauses usually grammatically accurate, mostly joined with *and*, *then*, *but*. Repeated use of subordinating connective *because* may occur. Some simple sentences, starting with pronoun and verb (*I like*; *I play*; *It is*) or clauses (*because it's good*) provide simple responses to the prompt. • Sentences sometimes demarcated by capital letters and full stops. ***2–3 marks***
Band D3	• Simple connectives *and*, *but*, *so* link clauses (*two people are best but you can have more*). Some variation in subordination *because*, *if*, *when* but may be repetitive. Nouns are sometimes modified by adjectives (*funny person*; *old board game*; *fun running game*) and adverbs may be used for emphasis (*really enjoyable*). Some variation in use of verbs (*I like*; *I love*; *I enjoy*; *I think*). Some simple adverbials expand content (*always*; *in the net*). • Full stops, capital letters, exclamation marks and question marks mostly accurate; commas are used in lists. ***4–5 marks***
Band D4	• Sentences are mostly grammatically sound. Variation in sentence structure is achieved through the use of expanded noun phrases and adverbials (*at the end of the game*; *when you get tired you can stop jumping*; *while playing it*). Use of subordinating connectives shows some variety, eg *when*, *if*, *because*, *while* (*if you get something wrong*; *I like it so much because*) and there is some variation in sentence openings (*one of the reasons why*; *this game is*; *you got to be fast to play this game*; *the best thing is*). Tense choice is generally consistent. • Accurate sentence demarcation. Some commas mark phrases or clauses. ***6 marks***

SECTION E COMPOSITION AND EFFECT

Assessment focuses: ***write imaginative, interesting and thoughtful texts***
produce texts which are appropriate to task, reader and purpose
organise and present whole texts effectively

Band E1

- Meaning is communicated through simple words and phrases. Some description of the game is provided (*it is girls get boys*).
- Word choice establishes the topic content (*friends*; *play*; *good*).

1 mark

Band E2

- A short series of observations about the game, simply structured, with some connection between ideas. Some description is provided (*you have to get off ground*; *you roll the dice*; *we go to school in the game*). Reasons for enjoyment may also be given (*it's hard and it's fun*; *because it's a team game*), although these may be repeated.
- Details are sometimes included to interest the reader (*on the field*; *cross the red line*). Listing may dominate.

2–3 marks

Band E3

- Some description and evaluation are included, although coverage may be uneven. Necessary information given (*it has 2 teams and you try to get the ball in the basket*; *you need 2 or 3 people to play*; *it takes a lot of time to play*); reasons for enjoyment given, and sometimes developed.
- Writing shows evidence of a viewpoint, eg feelings or attitude towards specific aspects of the game are expressed (*I like the part where*; *the best thing is*; *I enjoy this game because it is hard to play and takes a long time*; *it's tricky and you have to use your brain*).
- Some vocabulary provides elaboration (*angry faces*; *space magnets*; *pretend phones*; *ball area*) and detail is included for interest (*for people of all ages*; *I am playing my sixth game this month*).

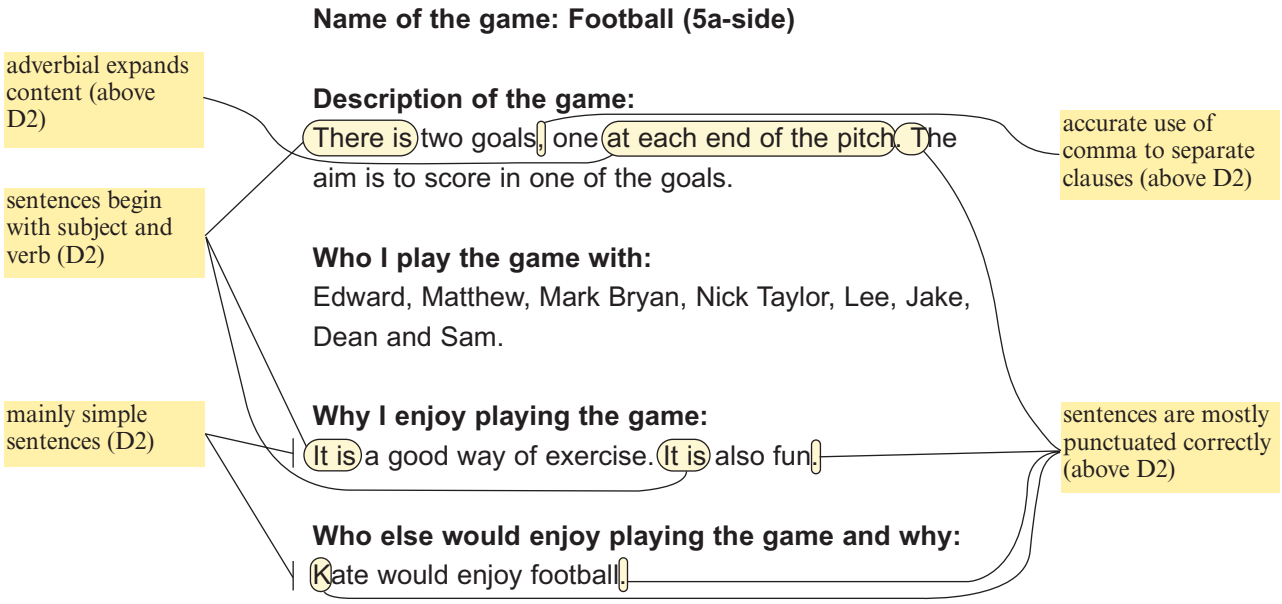
4–5 marks

Band E4

- Description and information about the game is clear and concise, providing appropriate responses to the prompts. A variety of reasons are given for enjoyment, with detail and expansion. The introduction of a new idea may be signposted (*another thing is*).
- A viewpoint is established and maintained (*It is so good that I play it every day*). Some awareness may be shown of why the game might appeal to others (*anyone can play it*; *I recommend it for kids with great imaginations*).
- Stylistic choices maintain interest, eg carefully selected words and phrases (*all-time favourite*; *extra fun*) and some specialised vocabulary (*compete*; *cup*; *championship*; *magic words*; *solve mysteries*). Detail is included to express ideas and feelings (*I don't mind being on*; *the funniest person is Frank*).

6–7 marks

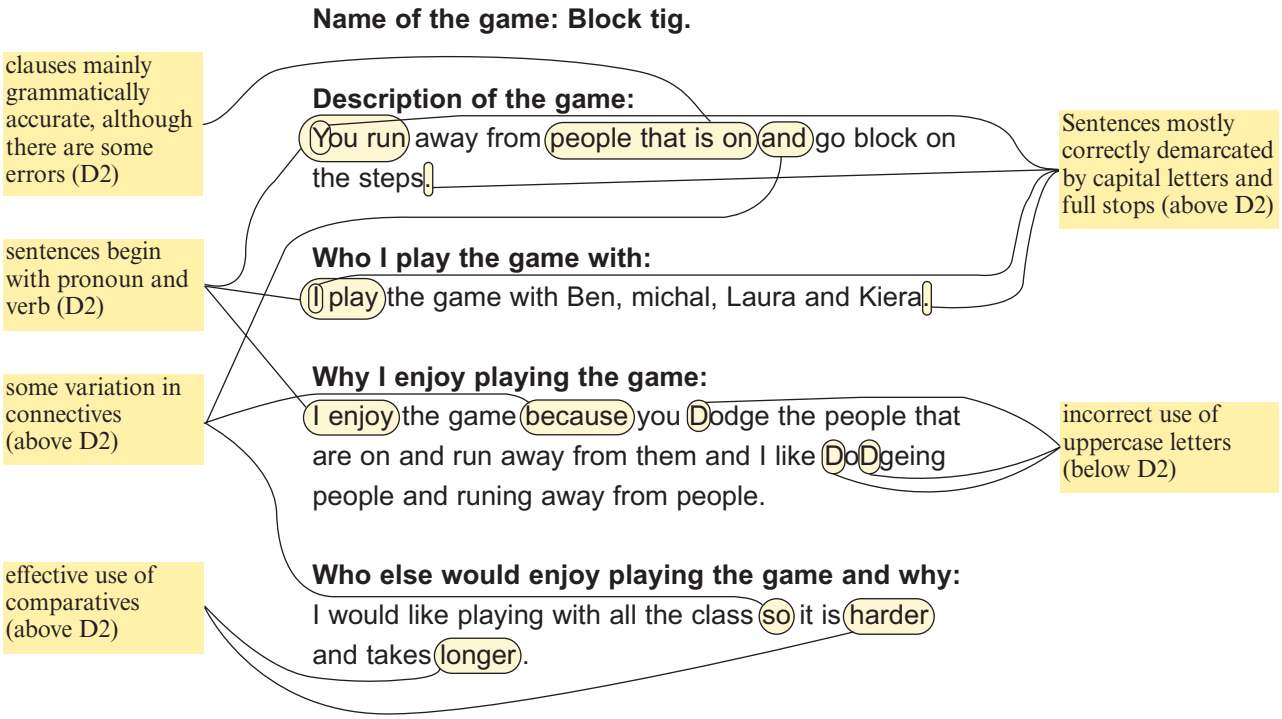
SENTENCE STRUCTURE **PUNCTUATION**



SENTENCE STRUCTURE & PUNCTUATION
Summary
Clauses are mainly grammatically accurate. The sentences in the opening section of writing show control and expansion, but in general writing lacks variety and subordination. Sentences are accurately demarcated, with use of commas in a list.
Band D2 – 3 marks

COMPOSITION & EFFECT
• A rather brief, but coherent, description of the game, with an explicit statement of the aim of the game (E2). • Minimal reasons are given for enjoyment of the game, and these lack expansion (*It is also fun.*) (E2).
Summary
A very minimal response to the task; ideas are relevant but at times the writing does not go much beyond the prompt. Vocabulary choices are appropriate but lack variation, and statements about the game lack development or explanation.
Band E2 – 2 marks

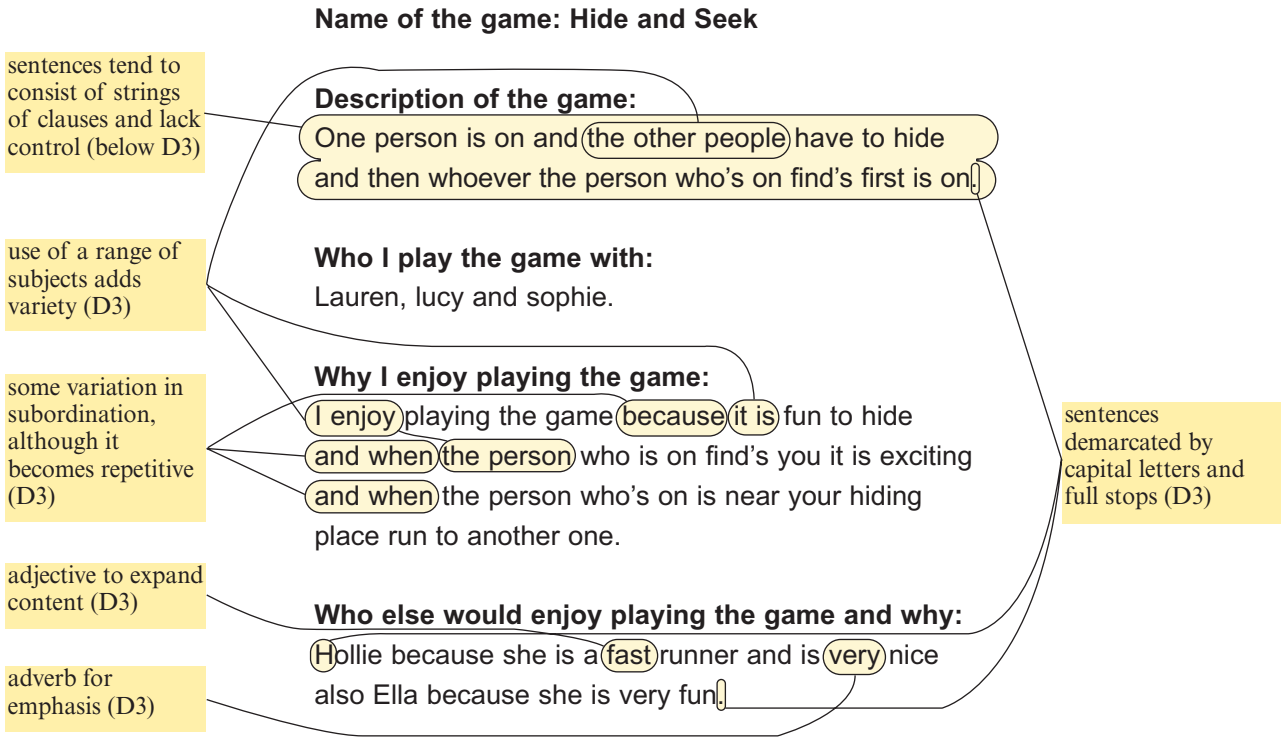
SENTENCE STRUCTURE **PUNCTUATION**



SENTENCE STRUCTURE & PUNCTUATION
Summary
Writing is mainly grammatically accurate, with a combination of simple sentences and more ambitious structures which are not always completely controlled. Capital letters and full stops are used accurately most of the time.
Band D2 – 3 marks

COMPOSITION & EFFECT
• Description of the game is very brief and lacks development, with reasons for enjoyment becoming circular in the third section. Some detail is added (*you Dodge the people*), with minimal specificity (*all the class*) (E2). • Information in final section gives personal reason for including others in the game rather than reasons others would enjoy playing, but adds some detail to writing (E2).
Summary
A simply structured description, with some connections between ideas. However, the final section in particular lacks clarity and focuses on personal reasons for including others in the game rather than reasons others would enjoy playing.
Band E2 – 3 marks

SENTENCE STRUCTURE **PUNCTUATION**



SENTENCE STRUCTURE & PUNCTUATION
Summary
There is some variation in sentence structures and clauses are grammatically accurate. At times, writing lacks control, resulting in overlong strings of clauses joined with *and*. Sentences are punctuated with capital letters and full stops, although more punctuation would improve the writing.
Band D3 – 4 marks

COMPOSITION & EFFECT
• A concise description of the game is provided (E3). • Reasons for liking different aspects of the game are expanded or explained (*it is fun to hide*; *when the person who is on find's you it is exciting*) (E3). • Vocabulary choices are mostly simple, but provide detail about participants (*the person who's on*; *a fast runner*) (E3).
Summary
Overall, the writing provides an appropriate response to the task, and there is some connection between ideas. Vocabulary is mostly appropriate and supports the content, and there is some evidence of viewpoint. However, on occasion ideas are not entirely relevant to the heading provided and this weakens the overall clarity of the writing, particularly in the third and fourth sections.
Band E3 – 4 marks

SENTENCE STRUCTURE PUNCTUATION

Name of the game: Starwars

Description of the game:

Starwars is about to sides, the RepuBlic and the dark side. the dark side wants to rule the galaxy, but the RepuBlic try to stop them. For two thoasand years the RepuBlic were the gardians of peace.

Who I play the game with:

I like playing the game with Michael because he knows what I'm on about.

Why I enjoy playing the game:

because it has a lot of action. And the best thing I like about it is it has a lot of fighting in it most of the wepons are laser blasters but the Jedi use a Lightsaber. A Lightsaber is a bit like a sword.

Who else would enjoy playing the game and why:

Michael would engoy playing because he also likes things whith lots of action.

connectives to link clauses (D3)

adverbial expands content (D3)

some speech-like or clumsy phrasing (below D3)

sentences begin in different ways, adding variety to writing (above D3)

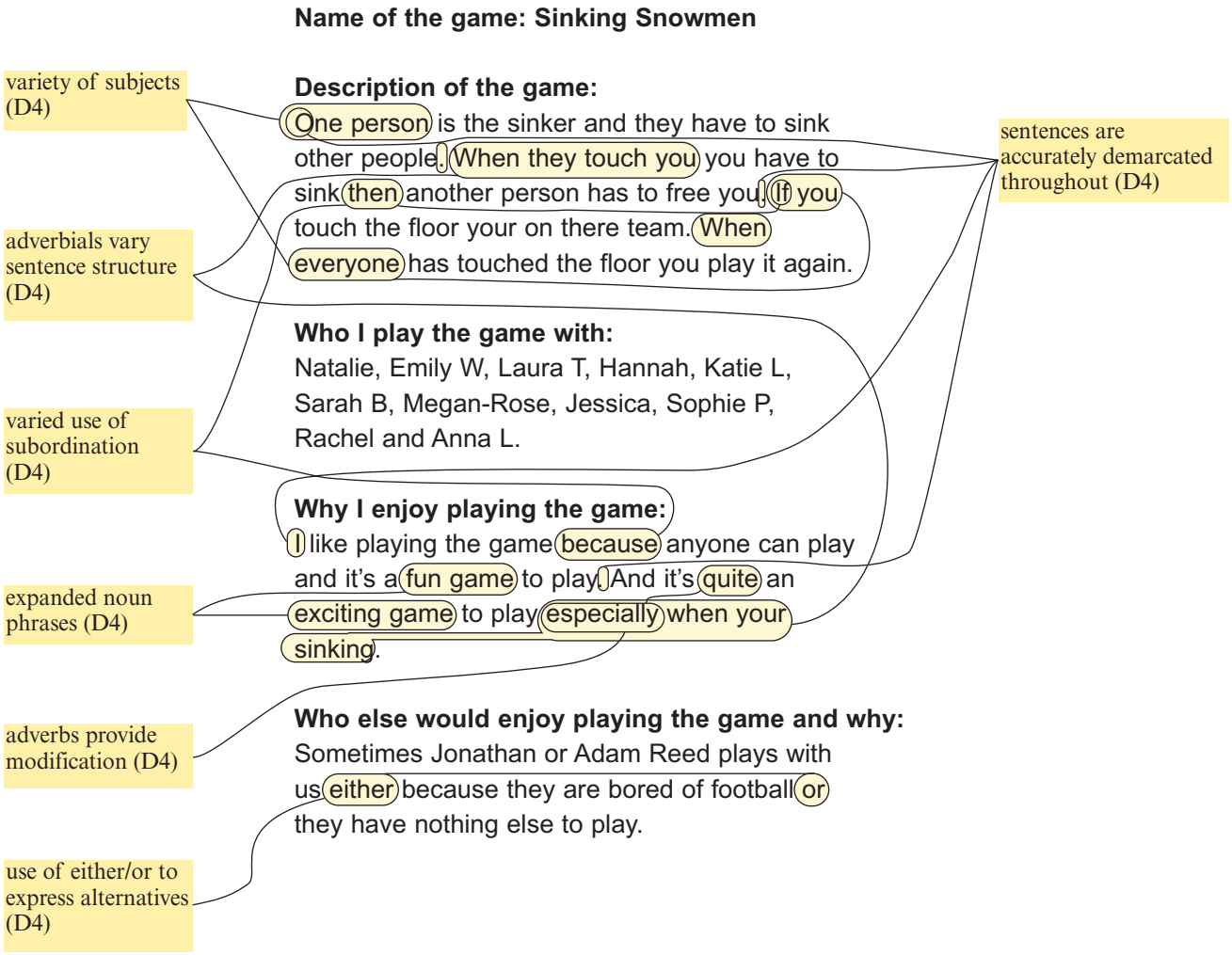
comma used to separate clauses (above D3)

capital letters omitted (below D3)

sentences mainly demarcated by capital letters and full stops (D3)

SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT
Summary	• Description of the game is clear and comprehensive and reasons are given for playing with a particular friend (E3). • Clear viewpoint shown through reasons for enjoying the game (*the best thing is…*) (E3). • Some additional detail shows writer's expertise and demonstrates awareness of reader (*A Lightsaber is a bit like a sword*) (above E3).
Writing is mostly controlled, with some use of the subordinating connective *because* to provide explanations, although not always in complete sentences. Some adverbials develop ideas. Lapses in control of punctuation affect accuracy of sentence structures.	**Summary** Some expansion and development feature in each section of writing; coverage is even and level of detail is appropriate. Vocabulary is varied and specific to the game, and is explained to the reader where necessary. Writing in final section overlaps somewhat with previous points, referring to a friend who already plays the game, and repeats personal reasons for enjoyment.
Band D3 – 4 marks	Band E3 – 5 marks

SENTENCE STRUCTURE **PUNCTUATION**



SENTENCE STRUCTURE & PUNCTUATION	COMPOSITION & EFFECT
Summary	• Clear, detailed description of game (above E3). • Viewpoint is clear, supported by reference to specific aspects of the game (*an exciting game to play especially when your sinking*) (E3). • Language is generally quite simple, but appropriate, with some use of specialised vocabulary (*the sinker*) (E3).
Writing is controlled, with varied sentence structures. Adverbials, expanded noun phrases and a range of subordinating connectives develop writing further. Punctuation is sound.	**Summary** Description of the game is a strength in this piece of writing, and varied reasons are provided for enjoyment. Ideas in final section of writing add detail, but are not entirely relevant to the heading and do not show an awareness of the appeal of the game.
Band D4 – 6 marks	Band E3 – 5 marks

SENTENCE STRUCTURE **PUNCTUATION**

Name of the game: RSpCA Animals in danger

Description of the game:
You have to pretend to be animals in danger and you pretend to get hurt. Sometimes you have to be tigers or lions and theres pretend hunters who are trying to shoot you. At the end you allways get put into the RSpCA rescue centre.

Who I play the game with:
Melissa, Emma and sometimes Charlotte.

Why I enjoy playing the game:
I enjoy playing it because I like pretending to be animals in danger and I also like playing it because I'm always the big sister who has to look after everyone and hunt all the time. I also teach the others to hunt.

Who else would enjoy playing the game and why:
people who like animals who are in danger would like to play. because its' all about animals in danger. Its usually girls aged seven and eight who want to play.

expanded noun phrases (D4)

sentence openings are varied (D4)

adverbials add detail or precision to the writing (D4)

repetitive subordination (below D4)

capital letters and full stops are mainly accurate, with some omissions towards the end of the writing (below D4)

SENTENCE STRUCTURE & PUNCTUATION
Summary
Sentences are mostly grammatically sound, and the writer uses a range of verbs alongside adverbials to add variety and expand content. Control of complex sentences leads to a mark within band D4, in spite of lapses in punctuation and overlong strings of clauses in section 3.
Band D4 – 6 marks

COMPOSITION & EFFECT
• Writing provides a clear description of the game, with reasons developed and expanded (*because I'm always the big sister who has to look after everyone*) (E4). • Awareness of who might enjoy playing the game (*people who like animals who are in danger*; *girls aged seven and eight*) indicates clear viewpoint (E4). • Use of specialised vocabulary develops content and establishes the writer as 'expert' (*pretend hunters*; *rescue centre*) (E4).
Summary
Writing is clear and comprehensive, with variety in content and vocabulary. An attempt is made to build a detailed description of the game for the reader and ideas are well developed throughout.
Band E4 – 6 marks

Mark scheme for handwriting

SECTION F	HANDWRITING *Make this judgement based on a few lines of writing chosen to represent the pupil's performance, looking across both pieces.*
Band F1	• Writing is legible, letters are usually correctly formed and orientated. Generally, upper and lower case letters are not mixed within the word. ***1 mark***

I thick they will enjoy hunting for the traeshure because they mite find the treashure ~~frish~~ ~~fft~~ first and win ~~[illegible]~~ ~~[illegible]~~ but they will have to find there way back to win the treashure hunt.
I thinck my Idea should be chosen

Why I enjoy playing the game

because it is fun and ~~I~~ ~~win~~ alwase win every week. ~~Aa~~ ~~and it is~~ and Som times I lose my Brothers trys well.

Who else would enjoy playing the game and why

My dad ~~[illegible]~~ and my brother or my Freinds and cusson and they like it very much

Band F2

- Letters correctly formed and orientated.
- Writing may be a controlled printed style, with letters generally neat and regular in size and ascenders and descenders usually distinguished. Alternatively, there may be evidence of the ability to join letters, although this detracts from the overall regularity of the handwriting.

2 marks

Here are my ideas for the treasure hunt. You can make them jump when the ave looking for the dues. You can use cluse so the can find the because if they didn't have a map they would not find the cluse. Because it well be fun to find the treasure and they well get to keep it all for theve self.

Description of the game

You chase people about and once you've caught them they try to chase you and it keeps swapping over like that. once you've finished the game you are more tired out than anything.

Why I enjoy playing the game

I enjoy playing the game because it gives you energy to run and you get to chase loads of people and if you have no energy to run there a resting bench while everyone else still plays.

Band F3

- Letters correctly formed and orientated.
- Handwriting is neat and regular in size, with ascenders and descenders usually distinguished.
- There is evidence of fluency and the ability to join letters.

3 marks

There are some sandy deserts which you will have to cross and you may come across some fierce crocodiles so watch your feet and jump over them. Toys may be found along the trail so keep looking and get those eyes on the look out. I have given you some clues and a map to help you. The map and

Why I enjoy playing the game

Because ~~it's~~ it's not like a normal Type of tig it's a little ~~like~~ bit of hide and seek to ~~bit~~ but it should be called hide and tig ~~ested~~.

Who else would enjoy playing the game and why

I think milly might enjoy playing Home-bat-tig because it's a fun activity and he might find a good ~~tso~~ hiding place and might be a good tiger.

Marking the spelling test

Quick reference mark scheme for the spelling test

1.	rope	11.	tried
2.	patch	12.	broke
3.	shark	13.	famous
4.	coins	14.	several
5.	sail	15.	peaceful
6.	wheel	16.	might
7.	ladder	17.	hungry
8.	cloud	18.	seeing
9.	every	19.	feared
10.	examples	20.	would

Scoring spelling

Count the number of words spelled correctly and enter this score (out of 20) on the cover of the spelling test. Using the table below, calculate the spelling mark (out of 7) and record this on the cover. Transfer this mark to the writing mark box.

Number of correct words	Spelling test mark
0	0
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

Using the outcomes of the tests

This section provides information about interpreting the scores from the year 3 tests in English. It explains how teachers can use the test scores to find out more about pupils' attainments in the national curriculum, and about their performance in comparison with other pupils of the same age.

In order to make use of the information in this section, you should administer the tests according to the guidance given in this booklet. It is particularly important that you observe the time limits given in the test instructions, and mark questions strictly according to the mark schemes. If not, the information derived from this section cannot be used reliably.

To establish the national curriculum level attained, you must first begin with a raw score. For the reading test, you should total the marks for each pupil. For the writing test, the total score is comprised of the following elements: longer task, shorter task, handwriting and spelling. You should add the marks obtained on the longer and shorter tasks and the score for handwriting. The number of words spelled correctly on the spelling test should be converted to a mark. This mark (out of 7) should be added to the score on the two writing tasks and handwriting. It is not possible to calculate the level attained by a pupil if they do not complete all three parts of the writing test.

This will give you the raw scores for each pupil for reading and for writing.

Finding the level

Details of the reading and writing level thresholds can be found on page 63.

Information on age standardised scores as well as the age standardised scores in reading can be found on pages 64 – 66.

Reading and writing analysis sheets

Analysis sheets are provided in this *Teacher's guide* for the reading and the writing tests. Completion of these will provide further information about pupils' skills in reading and writing and could usefully form part of the transfer of information from one class teacher to another.

National curriculum levels

The following tables give an indication of the national curriculum levels for pupils attaining each of the score bands in the tests.

For the reading test, total the marks on both sections of the test.

For writing, add together the total scores for the longer writing task, the shorter writing task, handwriting and spelling (out of 7).

Reading test (max. mark 36)

Below level 2	0–6 marks
Level 2	7–19 marks
2C	7–10
2B	11–15
2A	16–19
Level 3	20–29 marks
3C	20–22
3B	23–26
3A	27–29
Level 4	30+ marks

Writing test (max. mark 45)

Below level 2	0–12 marks
Level 2	13–26 marks
2C	13–16
2B	17–22
2A	23–26
Level 3	27–34 marks
3C	27–28
3B	29–32
3A	33–34
Level 4	35+ marks

Age standardised scores

This section explains how to work out age standardised scores for reading. They are not available for writing.

Age standardised scores take into account a pupil's age in years and months, so you have a better indication of how each pupil is performing relative to other pupils of the same age. It also means that the tests can be administered at different points in the school year including, in the case of year 3 tests, in the first half of the autumn term in year 4, and comparative information still be obtained. The standardised scores in this booklet cover the age range 7 years 5 months to 9 years 3 months. If you have decided to give the test to pupils outside this range, you will not be able to use the table. You will still, though, be able to calculate national curriculum levels.

To convert a raw score into an age standardised score:

- list the ages of all pupils in your class in *years and completed months* at the time of testing
- for each pupil, locate his or her age in years and months along the top of the table
- locate the pupil's raw score down the left side of the table
- read off the standardised score from where the row and column meet.

Statistically, the average standardised score is 100. A higher score is above average and a score below 100 is below average. About two-thirds of pupils will have standardised scores between 85 and 115. Almost all pupils fall within the range 70 to 130, so scores outside this range can be regarded as exceptional.

National comparisons – using the shaded bands

The tables of standardised scores are divided into five shaded bands. These bands give an indication of how the scores relate to the national population. The band nearest the top of the table contains the scores that correspond to the lowest fifth of the population; the next band, the next fifth; and so on. If a pupil has a score in the final band, you know that his or her score is in the top 20 per cent nationally, once age has been taken into account.

Very low and very high standardised scores are printed in the table as ***. This means that they would be below the lowest score in the table or above the highest, but cannot be calculated with the necessary degree of statistical reliability. If an exact score is needed, for example to calculate an average for the class, 69 or 141 should be used as appropriate for these pupils.

Making use of age standardised scores

If you choose to work out age standardised scores, you may use this additional information about the pupils' performance in various ways, for example:

- Age standardised scores could be averaged across a group, for example a class or year group. In the average school, year group or class, the mean score should be close to 100; if it is much above or below this, the performance of your class or school varies from the national average.
- You may include it as part of the information to parents, eg: *an age standardised score of 112 shows us that the test performance was above average for his or her age*. Remember that parents will not necessarily understand an age standardised score if it is quoted without any explanation.
- You may be able to identify patterns and results which indicate teaching and learning issues to be addressed, eg *the difference between older / younger pupils' performance*.
- Similarly, age standardised scores can be used to work out the differences between boys and girls, or pupils who have English as an additional language and those who do not, to compare the performance of these groups. In order to provide useful information, these groups need to be reasonably large; small groups will not provide reliable information.
- The progress made by an individual, a class or a school can be monitored from one year to the next. Age standardised scores can be calculated and reported for individual pupils. However, because of the nature of the scores and the fact that they are a statistical estimate (see 'Confidence bands' below), the scores are much more reliable when calculated for groups of pupils. In addition, if reported to parents, the fact that a pupil who is making typical progress from year to year will remain on a similar age standardised score will need to be explained.

Confidence bands

As the standardised scores in the table are derived only from one short test, some margin of error is inevitable, as is the case for all standardised tests. A margin of error does not mean pupils have been assessed incorrectly. It is simply a statistical estimate, based on the fact that tests can only sample the particular area of learning which they assess. To indicate how wide this margin of error is likely to be, a '90 per cent confidence band' has been calculated. This means that you can have 90 per cent certainty that the true score lies within the confidence band. In this case, the 90 per cent confidence band is plus or minus 6. So, for example, if a pupil has a standardised score of 110 in reading, you can be 90 per cent certain that the pupil's true score is between 104 and 116.

Age standardised scores for reading

Raw score	Age in years and months																						
	7.05	7.06	7.07	7.08	7.09	7.10	7.11	8.00	8.01	8.02	8.03	8.04	8.05	8.06	8.07	8.08	8.09	8.10	8.11	9.00	9.01	9.02	9.03
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
2	75	74	74	73	73	72	72	71	70	70	***	***	***	***	***	***	***	***	***	***	***	***	***
3	78	78	77	77	76	76	75	75	74	74	73	72	72	71	71	70	70	***	***	***	***	***	***
4	81	81	80	80	79	78	78	77	77	76	76	75	75	74	74	73	72	72	71	71	70	70	***
5	84	83	83	82	81	81	80	79	79	78	78	77	77	76	76	75	75	74	73	73	72	72	71
6	86	85	85	84	83	83	82	82	81	80	80	79	79	78	77	77	76	76	75	75	74	74	73
7	88	87	87	86	85	85	84	83	83	82	81	81	80	80	79	78	78	77	77	76	76	75	75
8	90	89	88	88	87	86	86	85	84	84	83	82	82	81	81	80	79	79	78	78	77	77	76
9	91	90	90	89	88	88	87	87	86	85	85	84	83	83	82	81	81	80	80	79	78	78	77
10	92	92	91	91	90	89	89	88	87	87	86	85	85	84	83	83	82	82	81	80	80	79	79
11	94	93	92	92	91	91	90	89	89	88	87	87	86	85	85	84	83	83	82	82	81	80	80
12	95	94	94	93	92	92	91	91	90	89	89	88	87	87	86	85	85	84	83	83	82	82	81
13	96	96	95	94	94	93	92	92	91	90	90	89	89	88	87	87	86	85	85	84	83	83	82
14	97	97	96	95	95	94	93	93	92	92	91	90	90	89	88	88	87	87	86	85	85	84	83
15	99	98	97	97	96	95	95	94	93	93	92	91	91	90	90	89	88	88	87	86	86	85	84
16	100	99	98	98	97	96	96	95	94	94	93	93	92	91	91	90	89	89	88	88	87	86	86
17	101	100	99	99	98	98	97	96	96	95	94	94	93	92	92	91	91	90	89	89	88	87	87
18	102	101	101	100	99	99	98	97	97	96	95	95	94	93	93	92	92	91	90	90	89	88	88
19	103	103	102	101	100	100	99	98	98	97	97	96	95	95	94	93	93	92	91	91	90	90	89
20	104	104	103	102	102	101	100	100	99	98	98	97	96	96	95	94	94	93	92	92	91	91	90
21	105	105	104	103	103	102	101	101	100	99	99	98	97	97	96	95	95	94	94	93	92	92	91
22	107	106	105	105	104	103	103	102	101	101	100	99	99	98	97	97	96	95	95	94	93	93	92
23	108	107	107	106	105	104	104	103	103	102	101	100	100	99	99	98	97	97	96	95	95	94	93
24	109	109	108	107	106	106	105	104	104	103	102	102	101	100	100	99	98	98	97	96	96	95	94
25	111	110	109	109	108	107	106	106	105	104	104	103	102	102	101	100	100	99	98	98	97	96	96
26	112	112	111	110	109	109	108	107	106	106	105	104	104	103	102	102	101	100	100	99	98	98	97
27	114	113	113	112	111	110	110	109	108	107	107	106	105	105	104	103	103	102	101	101	100	99	99
28	116	115	114	114	113	112	111	111	110	109	108	108	107	106	105	105	104	103	103	102	102	101	100
29	118	117	116	116	115	114	113	113	112	111	110	110	109	108	107	107	106	105	105	104	103	103	102
30	120	119	118	118	117	116	116	115	114	113	112	112	111	110	110	109	108	107	107	106	105	104	104
31	122	121	121	120	119	119	118	117	116	116	115	114	113	113	112	111	110	110	109	108	107	107	106
32	124	123	123	122	122	121	121	120	119	119	118	117	116	116	115	114	113	113	112	111	110	110	109
33	126	126	125	125	124	124	123	123	122	122	121	121	120	119	118	118	117	116	116	115	114	113	113
34	130	129	129	128	128	127	127	126	126	125	125	124	123	123	122	122	121	121	120	120	119	118	118
35	135	135	134	134	133	133	132	132	131	131	130	130	129	129	128	128	127	127	126	126	125	125	124
36	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Photocopiable pages

Contents

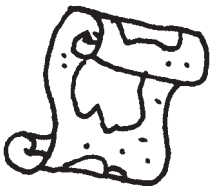
Spelling test	**3 pages**
Longer task writing prompt and planning These pages may be photocopied on A3 paper, if you wish.	**2 pages**
Longer task writing template These pages may be photocopied on A3 paper, if you wish.	**2 pages**
Shorter task writing prompt	**1 page**
Shorter task writing template	**1 page**
Reading test analysis sheet	**1 page**
Writing task analysis sheet	**1 page**
Guidance for teaching assistants	**2 pages**

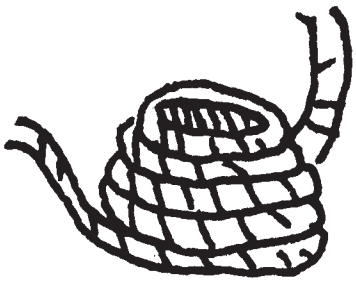
Name: _____ Date: _____

Part 1

Pira

practice question





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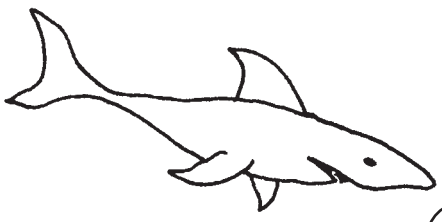

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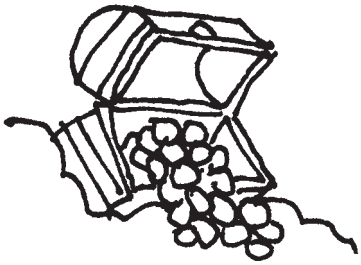

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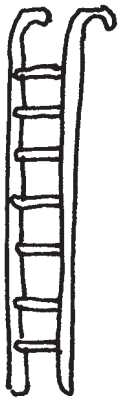
ates

Spelling test

8



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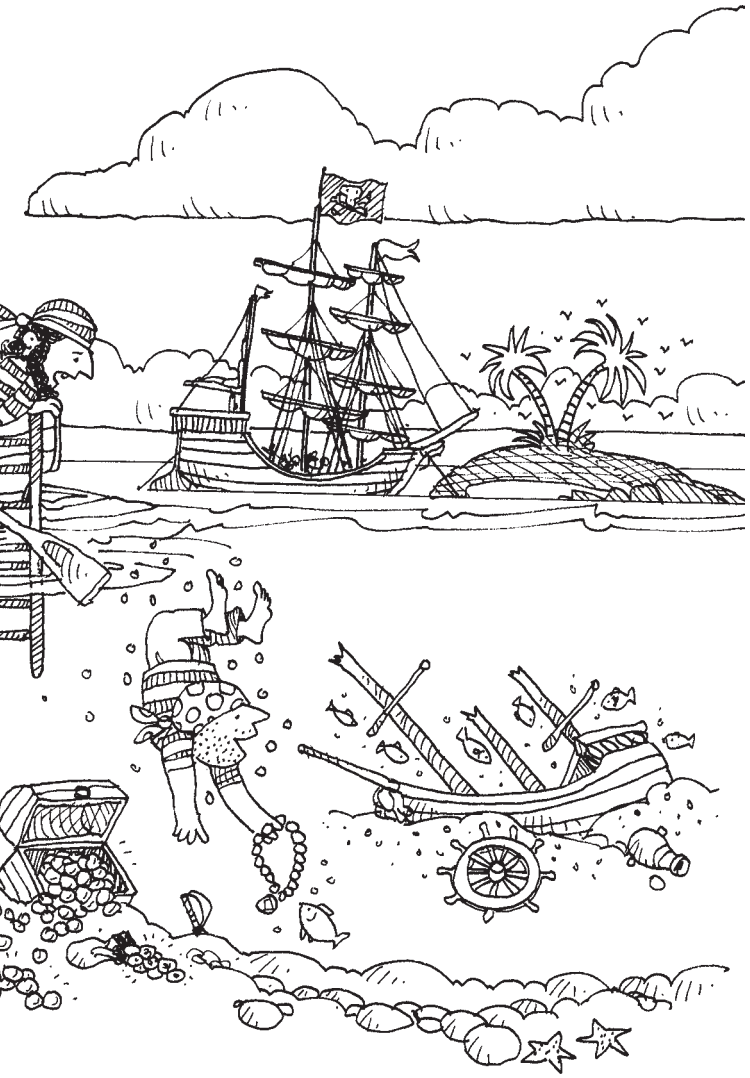

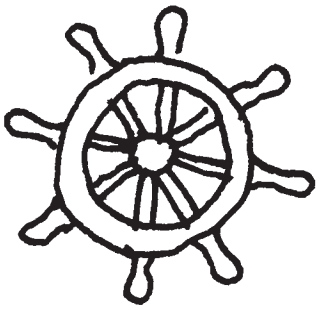

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5

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Name: _____ Date: _____

Pirates

Part 2

practice

The _____ lives of pirates were not like the stories that you probably know. Many captains had rules about how their crew should behave. These had to be signed by _____ member of the crew. Here are some _____: [9] [10]

- Anyone who _____ to keep a secret was marooned on a desert island. [11]
- No boys or women were allowed on a ship.

Those who _____ the rules were harshly punished. Even though captains didn't like women on board, there were some _____ female pirates. Grace O'Malley was a pirate around the time of Queen Elizabeth I. She was arrested [12] [13]

_____ times but was set free. She retired to live a _____ life. [14] [15]

Most pirates were too sensible to keep parrots as pets. Parrots made a mess and _____ be eaten by a _____ member of the crew! [16] [17]

Just _____ a pirate's black flag scared a ship's crew. However, a red flag was more [18]

_____ as it meant that the pirates _____ show no mercy in battle. [19] [20]

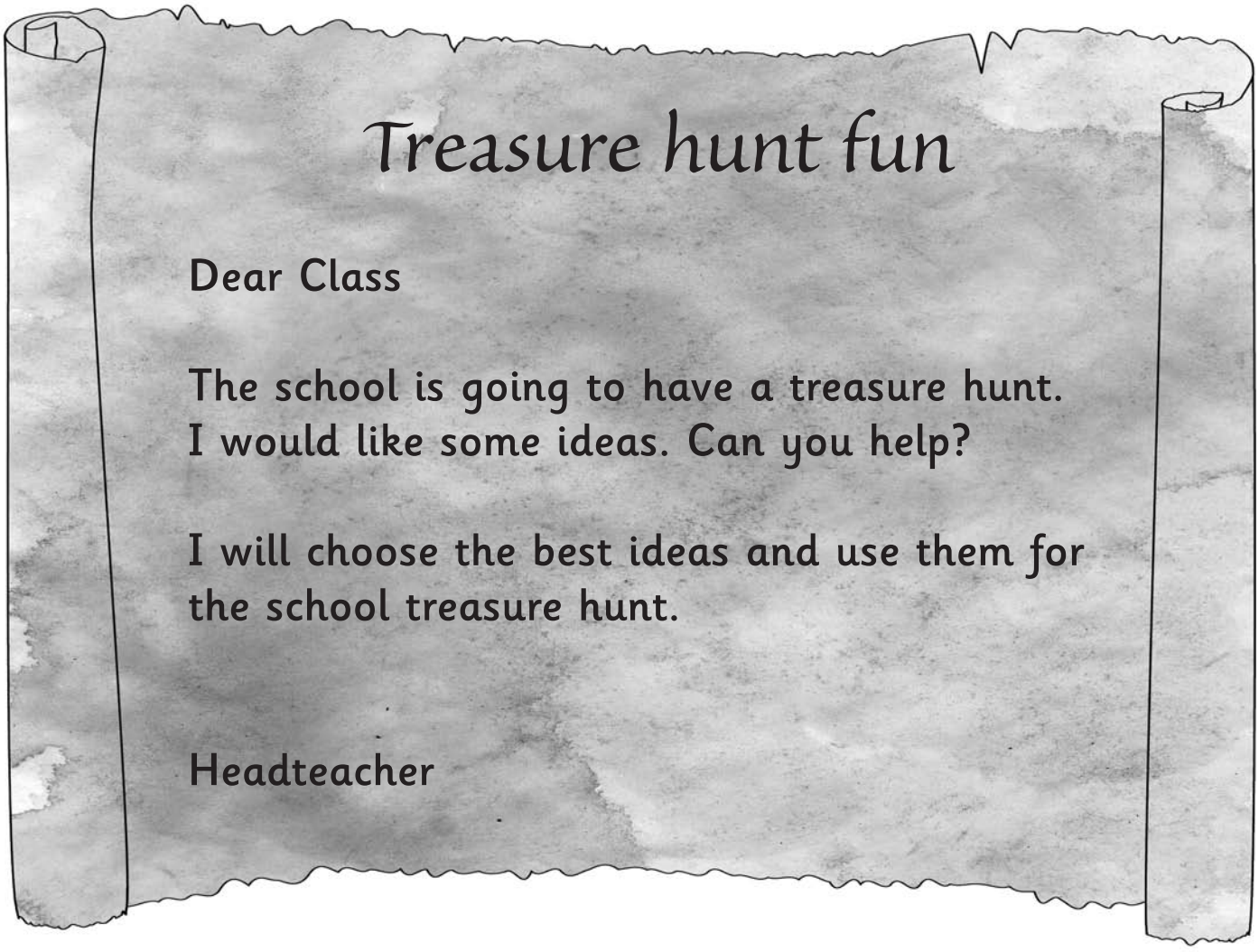
Total

This page may be used for your own notes

Name: _____ Date: _____

Treasure hunt fun

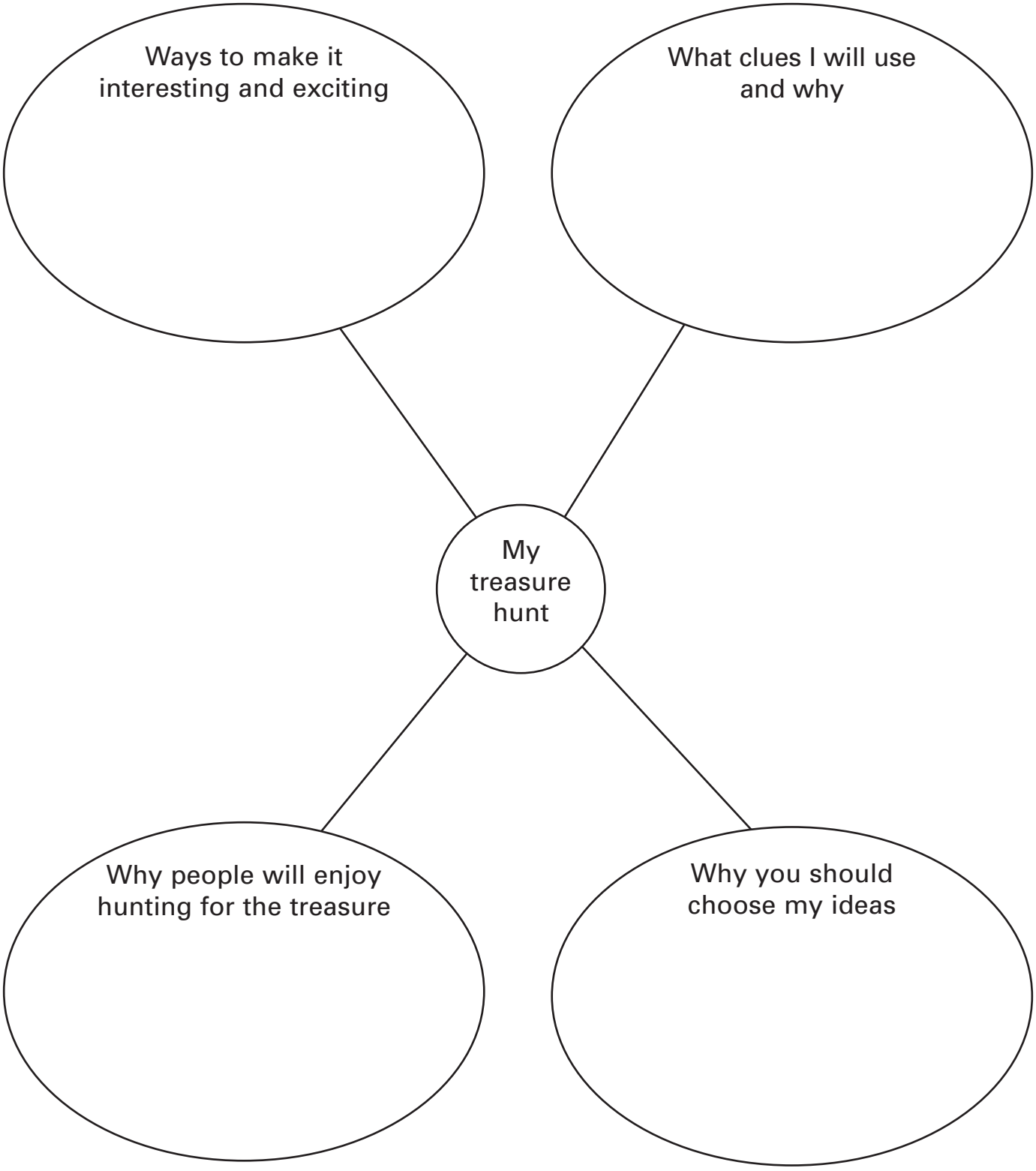
Your school is having a treasure hunt. The headteacher has asked the children in your class for help and has put up this notice:



Write about your ideas for the school treasure hunt. Explain the reasons why your ideas should be chosen.

Planning

My ideas for the school treasure hunt



Name: _____ Date: _____

Treasure hunt fun

Dear Headteacher

Here are my ideas for the treasure hunt.

If you need more paper, ask your teacher.
If you have finished, use this time to check your work carefully.

Name: _____ Date: _____

Playtime games

Your school has been asked to contribute to a book for children about the games that children play. The book will have lots of information about the kinds of games children enjoy at playtime and why they enjoy playing these games.

Think about all the games that you play at playtime. What is your favourite game? It might be a game that you play in the playground, in the classroom, or inside at wet play.

What game would you like to include?

Describe this playtime game and say why you enjoy playing it so much.

Name: _____ Date: _____

Playtime games

Name of the game

Description of the game

Who I play the game with

Why I enjoy playing the game

Who else would enjoy playing the game and why

Reading test analysis sheet – year 3

Optional reading assessment record for the year 3 test

Pupil's name:	Date:

In the boxes, indicate mark attained on each question (use – to show that a question was omitted). The numbers show the marks available for each question.

Making a Treasure Map	*The Hunt for the Secret Treasure*
Assessment focus 2	
Q1 (1), Q2 (1), Q3 (1), Q4 (2), Q5 (1), Q6 (1), Q8 (1) Q10 (1), Q14 (1), Q15 (1)	Q16 (1), Q17 (1), Q25 (1), Q30 (1)
Assessment focus 3	
Q7 (1)	Q18 (2), Q19 (1), Q20 (1), Q21 (1), Q22 (1), Q23 (1), Q24 (1) Q26 (1), Q28 (1), Q29 (1), Q32 (2)
Assessment focuses 4, 5 and 6	
AF4 Q9 (1), AF4 Q11 (1), AF4 Q12 (2), AF4 Q13 (1)	AF5 Q27 (1), AF4 Q31 (1)

Other features, eg interest level / attitude, stamina, pattern of omissions, strengths, weaknesses, use of time, test-taking strategies.

Next steps with pupil / class

Total	
Reading level	
Age standardised score	

Writing tasks analysis sheet – year 3

Optional writing assessment record for the year 3 test

Pupil's name:	Date:

This record sheet is provided to help you note evidence of achievement in the writing tasks. There is no need to record detailed observations for each of these features and **brief notes are sufficient.** You may wish to refer to the writing assessment focuses to inform your observations.

Longer task: *Treasure hunt fun*	
Sentence structure	
Punctuation	
Composition and effect	

Shorter task: *Playtime games*	
Sentence structure and punctuation	
Composition and effect	

Handwriting	
Spelling (out of 7)	

Notes for next steps with pupil / class	**Total**	
	Writing level	

Guidance for teaching assistants

This guidance is for teaching assistants or other adults assisting in the administration of the year 3 optional tests. If a teaching assistant is to administer any parts of the tests independently to a group of pupils, they will need to follow the administration instructions found in the main part of the Teacher's guide.

Please read this guidance carefully as it gives information about the different tests, specifies what help may or may not be given to pupils taking the tests and has additional guidance for adults scribing answers for pupils. **If pupils are given too much help, the test results may be invalid.**

There are two assessments: reading and writing. They are based around the theme of treasure hunts and cover aspects of the programme of study in English for key stage 2 at levels 2–4. The reading assessment has two reading booklets and a Reading Answer Booklet with questions split into two sections. The writing assessment has two writing tasks and one spelling test. Pupils will do the reading assessment before the writing assessment, as the two writing tasks are related to the reading booklets.

Reading test

- *Making a Treasure Map*
- *The Hunt for the Secret Treasure*
- Reading Answer Booklet

The answer booklet is divided into two sections with questions about the first reading booklet in the first section followed by questions about the second reading booklet in the second section. After a short introduction and reading time, pupils should have **20 minutes** to answer questions about *Making a Treasure Map* and **30 minutes** to answer questions about *The Hunt for the Secret Treasure*. The teacher can choose whether to give pupils a break between each section.

Guidance for assisting pupils
You may:

- read the cover and introductory paragraph of page 2 of *Making a Treasure Map* with pupils
- help them read and answer the practice questions on pages 3 and 9 of the answer booklet
- ask pupils to read a question again to themselves, if they claim that they do not understand it
- encourage pupils not to give up at the first difficult question because there may be easier questions further on
- indicate any omitted questions when pupils have finished that they should go back and try to answer.

You should not:

- give help with reading the booklets, or any questions when pupils are working on their own
- give clues which help the pupils to work out an answer to a question
- rephrase or rewrite any part of the test
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

If you are to write down or type the pupil's answers for them, you should write exactly what the pupil says. You should not indicate to the pupil that they need to expand or delete any answer or rephrase any parts of their answer.

Spelling test:

- *Pirates*.

The pupils listen while the teacher discusses the large picture and smaller pictures around it. The teacher will then dictate the first eight words to the pupils. When they have finished the teacher will read through the passage. The teacher then re-reads the passage pausing at the gaps in which the pupils write the missing words. The test should take about **10-15 minutes**.

You may:

- read aloud any section of the passage to the pupils
- remind pupils about which word they need to fill in which space
- repeat the target words as often as necessary.

You should not:

- tell pupils how to spell words
- deliberately sound out words or emphasise spelling patterns
- prompt the pupils to confirm or change answers by pointing, frowning, smiling, head shaking or nodding or offering rubbers.

If you are to write down or type the pupil's answers for them, you should write exactly the letters the pupil says. You should not indicate to the pupil that they need to write more letters or delete letters from any word.

Writing test

The writing test asks for two pieces of writing from the pupils:

- the longer task is to write a letter to the headteacher describing and explaining plans for a treasure hunt
- the shorter task is to write about a favourite playtime game.

After a short introduction, pupils should have **40 minutes** for the longer writing task and **25 minutes** for the shorter task. These tasks can be done on the same day, with a break between the two sessions, or they may be done on different days.

You may:

- read any part of the prompt or planning sheet to the pupils
- in the shorter task, discuss briefly with the pupils the kinds of games they play at playtime
- encourage pupils to attempt to spell words on their own.

You should not:

- give the pupils any ideas about what to write apart from the ideas given on the prompt or planning sheet
- give the pupils any help with organising or punctuating the writing
- give the pupils any help with the spelling of words.

If you are to write down or type the pupil's writing for them, you should write exactly what the pupil says and not rephrase any parts of their writing. The pupil should be able to see what you are writing as you write. You should put in punctuation such as full stops, commas and capital letters only where the pupil indicates. The pupil does not have to spell any words used in his or her writing, as spelling is not assessed in these tasks.

EARLY YEARS

NATIONAL CURRICULUM 5–16

GCSE

GNVQ

GCE A LEVEL

NVQ

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