

Teacher assessment

Key stages 2 and 3

English: learner profile

Level 6

Foreword

This profile is intended to help teachers see the type of evidence that can be used to take to a cluster meeting, in order to support the best-fit judgements made. It also clearly demonstrates that the evidence predominantly lies in a pupil's book and hence is what is already available to the teacher.

The profile also includes a detailed commentary which provides clarity on why the best-fit judgment was awarded. There is no suggestion or expectation that a learner profile is produced for every pupil in the cohort or that teachers write such an extensive commentary.

Task 1

Group Discussion: 'Macbeth'

The pupils studied 'Macbeth' by William Shakespeare. As a pre-reading exercise, they were set the task of conducting a group discussion to explore the opening scene of the play. They explored the context of the play first, having a brief knowledge of its basic plot. They were then split into groups and given a task of exploring and annotating Act 1, Scene 1 with focus on commenting on mood and atmosphere and understanding meaning and the effect of techniques used.

Act 1 Scene 1

A desolate place

nothing were there
anything to meet

wildness

after battles done

First Witch When shall we three meet again?

Second Witch When the battle's lost, and away we go.

weather will
it be like when
they meet.

Third Witch That will be ere the set of sun.

First Witch Where the place?

Second Witch Upon the heath.

Third Witch There to meet with Macbeth.

First Witch I come, Graymalkin!

Second Witch Paddock calls.

Third Witch Anon.

ALL Fair is foul, and foul is fair.

Hover through the fog and filthy air.

Exeunt

Macbeth

Macbeth

Macbeth

scary
dramatic
element

rhyming
couplets

anticipation (waiting)
explaining when
the battles over.

explaining after
the battles done.

where they will be going.

they rhyme.

because
that's what witches
do, makes them sound
like they're in a
form of

meeting Macbeth in a
spell

OS: there
making
a spell

rhyme
(ending)

Exeunt

chemicals
from the potion,

chemicals
from the potion,

chemicals
from the potion,

Activity 2

- Move into number groups and read through the opening scene in your groups.
- Highlight and annotate the extract focusing on the following:

Success criteria:

- What do the different lines mean?
- What do you notice about the end of the lines?
- What technique can you spot in the final two lines and what is the effect?
- What words stand out and what atmosphere do they create?



Speaking and Listening Assessment: Group talk.

Name: _____

Class: 9



	Skills
	Speaking and Listening
Level 7	I am confident matching the demands of the task to different situations. I can make significant, sensitive and thoughtful contributions. I can evaluate others' ideas, considering how and when to participate in a discussion. I am able to evaluate the quality of mine and others' participation. I can make significant points about ways to improve. I can confidently use standard English in situations that require it.
Level 6	I take an active part in the discussion, using evidence to support my views. I can show an understanding of ideas discussed and consider how and when to respond to others. I am able to express my opinions and use evidence to support my views. I am able to evaluate my own and others' performance, suggesting ways to improve.
Level 5	I can talk and listen confidently in a wide range of situations. I can adapt my language to formal situations. I am able to pay close attention to others' views. I am able to evaluate others' talk. I can ask questions and make contributions to a discussion. I am able to provide reasons to support my views.
Level 4	I can talk and listen with confidence in a range of situations. I can develop and organise my ideas thoughtfully. I can listen carefully and respond to others' ideas. I have an understanding of how changes in vocabulary and style can improve talk.

Today we discussed: The annotation of Macbeth.

I would assess my progress at level:

What I did well... I responded to others well by matching the demands of the task to different situations. I gave some observant responses and I developed the discussion.

What I need to improve... I need to improve in making ~~relevant~~ ^{relevant} points about ways to improve.

Teacher comment... You participated thoroughly in the discussion and engaged well with the task. You adopted a role effectively within the group, ensuring that the discussion moved forward when necessary. You encouraged others to speak and you responded well to others' ideas. I continue to develop your use of standard English in group discussion.

Oracy

PEER ASSESSMENT

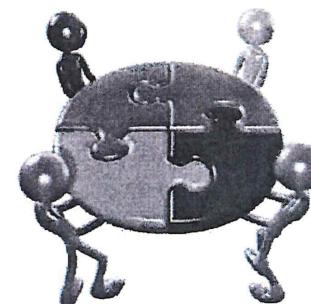
How did they do?

Was it a...

Group task?

A paired discussion?

An individual presentation?



ASSESS YOUR PARTNER/GROUP MEMBERS'/CLASSMATES' CONTRIBUTIONS BELOW.

Name of pupil	Description of task	Strengths	Targets
	Annotation of Macbeth	<ul style="list-style-type: none"> - good brings good ideas to the group - responded well to others 	<ul style="list-style-type: none"> - even make sure she explains herself fully so her points are always clear.
	"	<ul style="list-style-type: none"> - Speaks confidently in front of people - encouraged others to bring ideas to the group 	<ul style="list-style-type: none"> - develop their own points in more detail
	"	<ul style="list-style-type: none"> - develop others ideas - responded well to others 	<ul style="list-style-type: none"> - speak more confidently in front of others.

Task 2


Individual Presentation: 'Animal Cruelty'

The pupils were set the task of selecting a topic of interest to them and delivering a persuasive speech on the topic to their peers. They were set a clear purpose and audience for the task and they were given time to prepare their presentation. GCSE Standardising material for the Speaking and Listening element was used as a model for the pupils, who then set their own criteria for assessment based upon the level descriptors and their findings regarding an effective speech. The pupil chose to speak about Animal Cruelty.

Speaking and Listening Assessment: Individual talk.

Name: _____

Class: 9

	Skills
Level 7	Speaking and Listening I am confident matching the demands of the task to different situations. I can use vocabulary precisely and organise my talk to communicate clearly. I can express opinions and select evidence to support views. I am able to evaluate the quality of mine and other's performance. I can make significant points about ways to improve. I can confidently use standard English in situations that require it.
Level 6	I can use standard English in formal situations. I can adapt talk to different situations with growing confidence. I can vary vocabulary, expression and tone. I can engage the listeners' interest. I am able to express my opinions and use evidence to support my views. I am able to evaluate my own and others' performance, suggesting ways to improve.
Level 5	I can talk and listen confidently in a wide range of situations. I can adapt language to formal situations. I can engage listeners' interest by varying my vocabulary and expression. I can develop my speech purposefully. I can understand how changes in vocabulary and style improve the talk. I have begun to use standard English in formal situations.
Level 4	I can talk and listen with confidence in a range of situations. I can develop and organise my ideas thoughtfully. I can describe events and express my opinions clearly. I am able to use reasoning. Can appropriately use some features of standard English vocabulary and grammar.

Today I spoke about... Animal testing.

I would assess my progress at level: 6

What I did well... I feel that I adapted my speech to the different situations, I used expression and tone and varied my tone. I was formal. I evaluated mine and others' speeches and I expressed my opinions and used evidence.

What I need to improve...

I could improve my eye contact and confidence whilst speaking in front of a large group of people.

Teacher comment... Well done. You expressed yourself clearly and used evidence to support your views. You were generally confident and your ideas were well organised. You used rhetorical devices to engage your audience and you chose vocabulary for effect. You engaged the audience well. → Continue to develop your confidence and continue to adapt your tone and delivery to suit the task.

Unit 4

Monday, the Seventeenth
nth of March 2014

Learning Intention

How to plan a persuasive speech



unit 4

monday, the
tenth of march, 2014.

Learning Intention

How to structure a persuasive speech

introduce your point.

- use a clear statement.
- You can afford to be general rather than ~~specific~~ specific at this stage.

Explain your point.

- Restate your point in more detail
- be more specific
- This is the 'in other words' stage of your point.

Justify your point.

- Give reasons
- Remind people how they might ~~feel~~ behave in similar situations
- Provide evidence
- make a moral argument
- Show that alternatives ~~are~~ worse / undermine the opposition

What evidence?

- statistics
- facts
- witness testimony
- expert opinion
- a quotation
- an example (an anecdote).
- logic.

Success Criteria

- General Introduction
- main body
 - use rhetorical questions
 - Persuasive techniques
 - undermine opposing views
- use connectives
- give reasons to support your view

unit 4

Friday, the seventh

of March, 2014

Learning intention

How to write a persuasive speech

Power of three

Emotive language

Rhetorical questions

Say again (~~repeat~~ repetition)

Undermine opposing views

Anecdote

Direct address

Exaggeration

- Appeal to reason
- Appeal to character
- Appeal to emotions.

Over 10 million young turkeys are ~~torched~~ murdered and ~~torched~~ ^{even} ~~are killed towards~~ the last couple of months of the year. ~~In their proper home, turkeys can~~ in the wild where turkeys belong, ~~decade~~ they could live up to a decade. ~~Farmed~~ turkeys are murdered ~~anything~~ under before they are 26 weeks.

Good

Appeal to character

Be respectful... use an appropriate tone to ~~suit~~ your audience and purpose

Be generous... People often put their own

interests first. What can you offer your readers to help them change their mind?

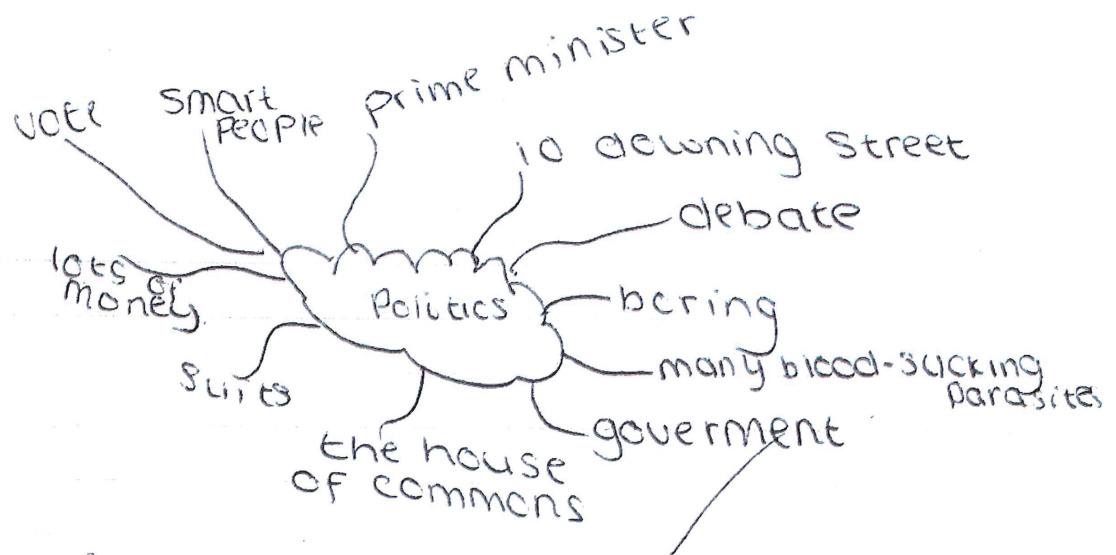
Be modest... no one will listen to an arrogant impolite big head.

Be ~~concerned~~ ^{concerned} ~~personal~~... and show that you share your reader's concerns- even if your view is different.

Be personal... think about addressing them as a 'friend' using the pronoun 'you'.

Learning Intention

What is the difference between Scripted and Spontaneous Speech?



- Country
- ~~Problems~~ Government

^ I think he uses these words the most since these are key words in our country. I think ~~he uses these the all the time~~

1) The purpose of Mr. Cameron's speech is to thank the old government and introduce himself to everyone and express what he would like to change in this country ✓

2) The structure of his speech is he introduces himself, thanks the old government, talks about

the country's problems then how he will solve them.

3. DC has used the words 'Government' and 'clear' very effectively throughout the speech by trying to persuade people to agree with them.
4. In my opinion, he has been very successful by getting his point across to his audience, he even tries to get people who don't support the conservatives on his side by thanking the old ~~government~~ government.

Plenary

Headteacher persuading parents of year 1 children to send their son/daughter to their school.

Scripted speech		Spontaneous Speech	
1.	You know what you'll say.		You don't know what you'll say
2.	Prepared		not prepared
3.	You know it makes sense/it's organised		It's not organised
4.	Confident		not confident
5.	No mistakes		mistakes
6.	No Stuttering		stuttering

Very good work.

Task 3

Wilfred Owen: 'The Next War'

Siegfried Sassoon: 'Does It Matter?'

The task selected for the profile to exemplify the level is a comparison of two war poems with a focus on language, form, structure and content. The pupils studied the poems in class, individually and in groups, and were taught how to structure comparative exploration of two texts.

The Next War

War's a joke for me and you,

While we know such dreams are true.

Siegfried Sassoon

~~~~~

Out there, we've walked quite friendly up to Death, —  
Sat down and eaten with him, cool and bland, —  
Pardoned his spilling mess-tins in our hand.  
We've sniffed the green thick odour of his breath, —  
Our eyes wept, but our courage didn't writhe.  
He's spat at us with bullets and he's coughed  
Shrapnel. We chorused when he sang aloft,  
We whistled while he shaved us with his scythe.

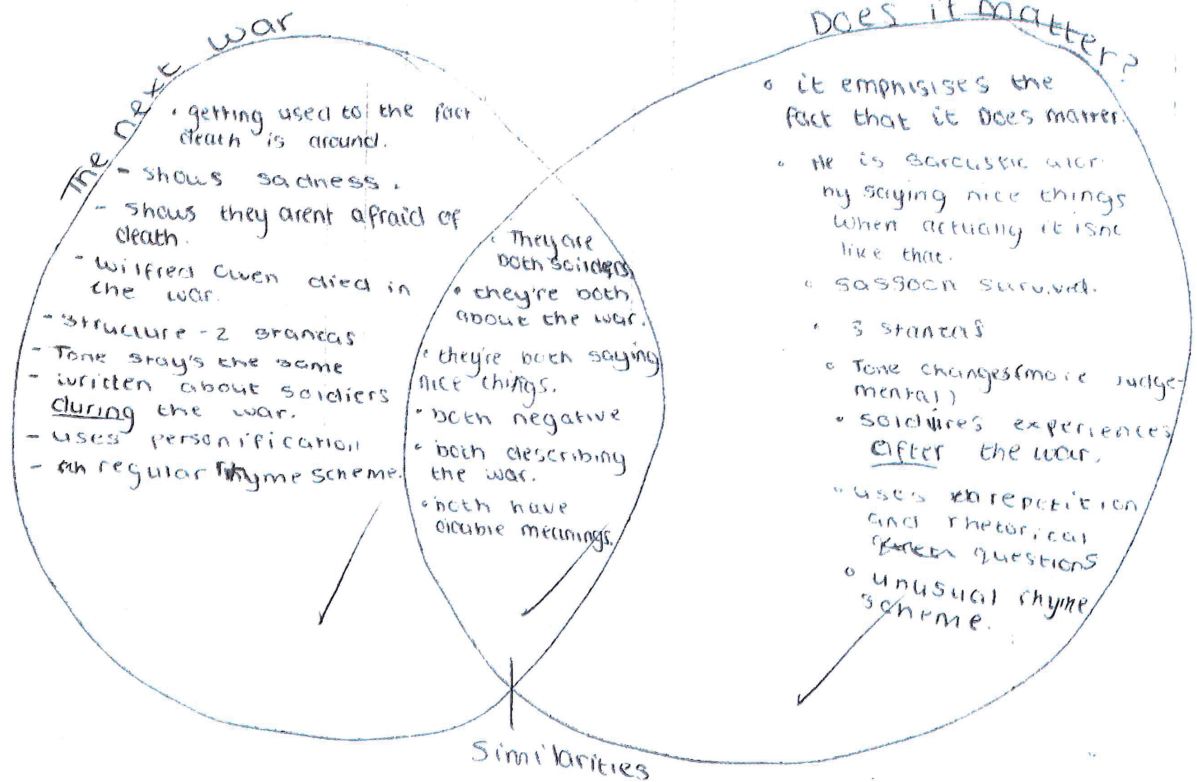
Oh, Death was never enemy of ours!  
We laughed at him, we leagued with him, old chum.  
No soldier's paid to kick against His powers.  
We laughed, — knowing that better men would come,  
And greater wars: when each proud fighter brags  
He wars on Death, for lives; not men, for flags.  
Wilfred Owen



### **Does it matter?**

Does it matter? -losing your legs?  
For people will always be kind,  
And you need not show that you mind  
When others come in after hunting  
To gobble their muffins and eggs.  
Does it matter? -losing you sight?  
There's such splendid work for the blind;  
And people will always be kind,  
As you sit on the terrace remembering  
And turning your face to the light.  
Do they matter-those dreams in the pit?  
You can drink and forget and be glad,  
And people won't say that you're mad;  
For they know that you've fought for your country,  
And no one will worry a bit.

Siegfried Sassoon



assess

finally, the twenty-fourth of January, 2011

Learning intention:

How to compare poetry.

Success criteria

- structure (rhyme scheme, number and length of stanzas etc...)
- content (what the poem is about)
- style (metaphors, personification, vocabulary)
- ideas, key messages and themes.
- Any extra information e.g. about the poets.



## Assessment

### Task

Write about 'The next war' by Wilfred Owen and 'Does it matter' by Siegfried Sassoon. Show how they are similar and how they are different.

- S.C. Discuss 'The next war' first, then 'Does it matter?' before comparing them at the end (one page each minimum)
- use PEE and connectives
  - Give your response to the poems

### Essay

In my essay, I will be discussing and comparing two poems by two different authors. The first poem I will be discussing will be 'The next war' by Wilfred Owen. The second war will be 'Does it matter' by Siegfried Sassoon. The two poems were both <sup>written</sup> ~~wrote~~ by ex-soldiers from the war.

Firstly, I am going to be talking about the structure of the poem, I will also be talking about how they don't mind death and the personification the poem has. To me, the poem is talking about death. In the first sentence of the poem, the author writes 'we walked quite friendly up to death' by saying that they walked 'quite friendly' it comes ~~across~~ across to the reader that the soldiers consider death a friend to

them and that they are not scared of death. ~~Also~~ Also I noticed that the author uses a capital 'D' for 'Death', by doing this the author is using personification and giving death a name.

The reader also uses a metaphor in the forth line ~~down~~. The author says that he 'sniffed the ~~thick~~ green thick odour' of his breath' by doing this the author is saying that his breath is a green thick ~~out~~ odour. Additionally, by doing this the author creates a much better picture in your head of what death looks like. Furthermore the ~~author~~ poet says that death 'spat' at them with bullets' evidently death can not actually spit at them so this also shows that the author is using personification. By using personification it makes the reader feel as though death is rude. In the last line of the first stanza paragraph the poet writes 'we whistled while he

shaved us ~~with~~ with his scythe' ~~the~~ this shows that death has almost killed them and they are only just alive. The word 'scythe' appeals to me alot because

I think of a sharp blade scraping across someones skin and it makes my stomach turn. The first line on

paragraph two, the poet ~~writes~~ states ~~that~~ 'death was never enemy of ours!'

this shows that they were never scared of death. Also the exclama-



tion mark emphasises the fact that they mean that they aren't scared of it. In the second line they call death 'chum', this comes across to the reader as though death is an old friend of theirs. The poet also writes 'No soldiers paid to kick against His powers' This shows that the soldiers are not paid to fight against death, they are paid to fight for their country. The writer also makes a point of putting a capital 'H' for 'His' this comes across to the reader that death is their god. The overall impression that this poem gives to the reader is that actually, he is fighting to survive and not for his flag or to make his country proud.

Next,  
Furthermore, I will be discussing the poem from Siegfried Sassoon called 'Does it matter?'. The question 'does it matter?' is repeated through out this poem so the title does get quite a bit away. 'Does it matter?' in this case is a rhetorical question and just like the other poem, it belongs to an ex-soldier. The layout of the poem is not connected to the poem in any way in my opinion. The rhyme scheme catches my eye in this poem, the rhyme scheme in the first paragraph is 'A, b, b, C, A'.

What's the effect of the repetition

On the first line the poet writes 'Does it matter - losing your legs?'. Does it matter is the key <sup>phrase</sup> ~~word~~ in this poem. By writing 'losing your legs' it puts an impression on the reader of how many bad injuries actually happen while in the war. The poet then puts across 'For people will always be kind and you need not show that you mind'. The tone of the poem so far is that it is ~~sarcastic~~. Since it does matter losing your legs and actually people won't always be kind and could taunt you for it. At the end of the first <sup>stanza</sup> ~~paragraph~~ the writer then ~~describes~~ describes how everyone does their day to day ~~activities~~ activities and then go home to eat a nice dinner and forget about all the bad ~~things~~ things in life. The poet does this by saying 'when the others come in after hunting, to gobble their muffins and eggs'. This shows that they want to take part but can't. ~~The po~~ Who?

The poet starts the second paragraph off in the same way <sup>as</sup> ~~of~~ the first by asking ~~off~~ 'does it matter?' but this time asks 'losing your sight?' then goes further on to say 'there's such ~~splendid~~ splendid work for the blind'. The word 'splendid' appears to me because it's ~~sarcastic~~ there isn't much work for the blind at all. The writer then goes on to repeat 'for people will always be kind'. This stands out to me because the writer is using repetition from the ~~next~~ previous paragraph. Finally, the

what's the effect?



writer then puts across 'As you sit on the terrace remembering and turn your face to the light.' This comes across to the reader as the ex-soldiers sit on there own, remembering all of the bad memorys of the war. By saying that they 'turn their face to the light' it comes across to me as though the soldier then dies with all these bad memories. In this paragraph the tone is still very sarcastic but in my opinion, suddenly turns sad.

In the final paragraph, the poet uses ~~repetition~~ repetition once again by repeating the question 'does it matter', but yet again, changes the following line to 'those dreams from the pit?' Once again, the poet was being sarcastic they ~~were~~ were not dreams they were nightmare's. In addition to that, the writer then goes ahead to say 'you can forget drink and forget and be glad and people won't say that you're mad.' The writer is using sarcasm once again here. You can not drink and forget or even be glad, you will only get more upset and drown your sorrows. Furthermore the writer says 'and no one will worry abt' this comes across to me as though no one will actually even care.

To me, there is a convey mo of sadness in this poem, also there

which is...  
is a turning point towards the end of the poem. The layout of 'Does it Matter' does not connect with the poem in any way. This poem emphasises that actually it does matter and we should respect soldiers and what they do for our country.

Both poems are similar in some ways but different in others. The ways <sup>wrote</sup> they are the same are they are both ~~written~~ by soldiers, they are both about the war, they both have double meanings and they are both <sup>wrote</sup> ~~written~~ in a negative perspective. The ways which they are different are  
caps 'The Next War' shows that they are used to death and that death is a friend to them, ~~but~~ however 'does it matter' seems that they are afraid of death. In addition to this, another example is where at the end of the poem 'The next war' the poet <sup>wrote</sup> ~~writes~~ 'On greater wars: when every fighter brags, He fights on death, for lives; not men, for flags' this comes across to the reader as though they are proud of what they have ~~done~~ where as, in the last line of 'Does it matter' the poet writes 'for they'll know that you've fought for your country and no one will worry a bit'. and this comes across to the reader as though no one actually cares. Also, 'Does it matter' has a turning point towards the end and 'the next war' does not. In my opinion, I prefer the poem 'Does it matter' because to me, it's more interesting.



Also, ~~two~~ compare the two poems. 'The next war' only has two stanzas where as 'Does it matter' has 3. In 'the next war' the poet Wilfred Owen died during the war and obviously wrote the poem whilst living in the horror, where as 'Does it matter' by Siegfried Sassoon was wrote after the war, probably at home. To finish comparing these two poems, 'Does it matter' has an unusual rhyme scheme where as 'the next war' has a regular rhyme scheme.

To finish off my essay I will explain which poem I preferred and why.

In my opinion, I preferred the poem 'Does it matter' by Siegfried Sassoon. I preferred this poem because it's more interesting and I understand this poem more than the other.

- ★ A very detailed analysis of both poems.
- ★ You've commented on the content, language and structure.
- ⑦ Make sure you always explain the effect of different techniques on the reader.

## Task 4

Bill Bryson: 'A View Of Llandudno'

The task selected for the profile demonstrates the pupil's ability to explore non-literary text with a focus on the effect created by the writer's choice of language. The task required an analysis of the impression created by the writer of Llandudno, with a focus on the writer's creation of atmosphere, use of descriptive detail and tone.



The pupil's work was based on 'Notes from a Small Island (A view of Llandudno) ' (Black Swan), Chapter 20. Permission is being sought to reproduce the extract as part of this material.

Learning Intention

How to answer a question effectively using PEE.

What impression does Bill Bryson create of Llandudno in 'A view from Llandudno'?

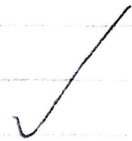
S.C

- make a clear point that answers the question - find a quote to support it from the text and explain why its effective (level 5)

Focus on the ~~using~~ language used by commenting on the effect of specific words and phrases (level 6)

Comment on the effect on the reader (level 7)

SPaG focus - remember to use quotation marks when using evidence from the text, even if it's the one word.



Bill Bryson describes Llandudno by ~~saying~~ saying that Llandudno is a fine and handsome place.  
caps This makes us think that Llandudno is a beautiful place with lots of nice scenery. He also says that "It was built as a holiday resort" this suggests that it was a place that a lot of people went on holiday e.g. a coastal/sunny town.

In the second paragraph we get the impression that Llandudno is a nice town and is a beautiful place to visit - we get this impression because the writer describes the hotel as "Every hotel I called at was full and in every ~~restaurant~~ dining room I could see crowds of nodding white heads spooning soup and conversing happily." The effect that this gives on the reader is lovely and makes us want to visit Llandudno and see all the beautiful views. Makes us think if it's busy, then it's popular for a reason.

As the writer goes on to describe the hotel, ~~the words that is standard to the importance of~~ it sounds quite standard - like your typical B&B. The hotel ~~promised~~ promised colour T.V. and coffee making facilities. The writer says "but the moment I set foot in the door." Just from this ~~first~~ sentence we know that the hotel isn't what it seems. He then comments and says how horrible the hotel room is. The writer describes the room as 'cold' and describes the furniture as 'ugly' and then continues by saying the carpet was 'dirty and matted', he also compares the stained ceiling to a 'neglected corpse'. From these descriptions it comes across that the hotel is not well looked after and very old. The writer goes on to tell us how there is only one window and even that hasn't been fitted properly properly. The curtains were stubborn and didn't fit the window, we know this because the writer says "The curtains had to be



ganked violently before they would budge and came  
 287 no where near meeting in the middle. In the  
 improving 300 next sentence the writer gives us hope that things  
 are improving by telling us there was a tray of  
 complimentary coffee things, But then goes on  
 to dissapoint the reader by saying 'The cups were  
 333 disgusting and the spoon was stuck to the tray'.  
 As you are reading through the next part of this  
 paragraph it is clear that the writer is unhappy  
 with the old fashioned and filthy, un cleaned bathroom.  
 The way he describes this is by saying '... A  
 distant light activated by a length of string, had  
 387 curling floor tiles and years of accumulated muck...'  
 'I had a long stroll along the prom to  
 406 boost my appetite and pass an hour, it felt wonderful.'  
 415 from the way the writer has worded this sentence  
 it comes across to the reader that the town  
 is a peaceful and lovely place, also a place the  
 439 elderly would like ~~to~~ to visit. We are then lead  
 to ~~believe~~ believe that the town is busy with  
 holiday makers, We know this because the writer  
 says 'though there were still lots of white heads  
 475 in hotel lounges, all bobbing merrily about'. We know  
 from reading the last sentence in this paragraph  
 that the scenery and surroundings are  
 of natural ~~beauty~~ <sup>beauty</sup> beauty, but the weather  
 is cold and bitter ~~and~~ <sup>the wind is</sup> causing the  
 510 sea to be ~~rest~~ restless. These are  
 examples from the sentence <sup>that</sup> that give us  
 this opinion, 'Chill autumn air... trim handsome-  
 ness of the setting... Inky void of restless  
 535 sea'.  
 restaurant Bill Bryson describes the restaurant

as 'small, nondescript' which comes across to the reader that the restaurant that he dined in was very plain and you couldn't say much about it. The writer also describes the pub as a 'typical town pub' to the reader the pub comes across as just a pub that you would find anywhere. To the reader, the quotes that are used in <sup>these</sup> paragraphs make Llandudno ~~is quite a small~~ look like a quite small and ~~quite~~ quiet town. He also uses the word 'hunt' when he is describing looking for a pub, this comes across to the reader that there aren't many pubs in the area.

In my opinion, Bill Bryson's overall view of Llandudno is nice and quiet outside, like an elderly person's village. Yet some of the buildings are either old, dirty and ~~look~~ abandoned appear ~~abandoned~~ or plain, typical with not a lot to them. Also when he arrives firstly at Llandudno, I think his views are that it is a significantly beautiful town but at the end, his overall view of Llandudno is dull, plain with awful weather. Typical Wales really.

★ Very good you've made good points supported by suitable quotations.

★ You explain your points effectively by referring to specific words.

① Remember to use quotation marks. Even for one word.

## Task 5

### Persuasive Writing: Sponsoring A Puppy

The pupils studied rhetorical devices and persuasive techniques in non-literary writing, and studied the 'Guide Dogs' newsletter in class. They discussed its structure, language and how it's persuasive, and were asked to produce an extended response to the question, using evidence to support their views.





## Guide Dogs

Dear friend

### Could you sponsor Barley?

At only 6 weeks old, this bundle of fur is just like any other golden retriever puppy... playful, mischievous and full of life. But in just 18 months' time, Barley will become one of the most responsible dogs in the country. She'll become a fully-qualified, working guide dog - the eyes of a blind or partially-sighted person.

### Just £1 a week!

This incredible transformation is only possible thanks to our caring supporters. That's why I'm writing to you now: to invite you to sponsor one of our puppies. For £1 a week you can support a little pup through 18 months' training and help them to become somebody's faithful guide dog.

Whether you choose to sponsor a puppy for yourself, or as a gift for a loved one or friend, you'll be playing a big part in its upbringing. You'll be supporting it from the moment it's born until the day we match it with a future guide dog owner. And on the day it qualifies, you can feel very proud - after all, you'll be giving a blind or partially-sighted person the gift of independence.

Of course, we'll keep you - or the person you choose - in touch with your puppy's progress. You'll receive a special certificate of sponsorship. There'll also be regular Pupdates, covering every stage of your puppy's training.

Besides the joy of hearing how your puppy is growing up, there's a very serious side to your sponsorship. Right now, there are over 200,000 blind and partially-sighted people in the UK who could live fuller, more independent lives with mobility training. Many of these people would benefit from having a guide dog. With your support, we can give them the help they need.

### Help us to transform people's lives

Your lively little puppy will one day change a life. Without a guide dog, many blind or partially-sighted people don't have the confidence to leave their own homes, let alone go to the local shops or go to work... all the things that sighted people take for granted.

Tony, a partially-sighted man from Birmingham, told me about his life before and after he had his guide dog, Lance. "As my sight got worse so did my confidence. My job wasn't the only thing I lost. Thanks to Lance I've found an amazing new life. I'm even pursuing a completely new career - my confidence has rocketed."

This is the real difference you could help us make, if you sponsor a puppy today. We rely entirely on voluntary donations from people like you, so please seriously consider helping in this special way.

### Your gift will last a lifetime

When you sponsor a puppy through its 18 months' training you'll be giving a gift of independence that will last a lifetime. You see, once a blind or partially-sighted person is partnered with a guide dog, we ensure they have a guide dog for the rest of their lives. Just as importantly, we make a commitment to give each retired dog the care and attention it needs forever.

To become a puppy sponsor, simply complete the enclosed sponsorship form and return it in the pre-paid envelope. Or, you can sponsor a puppy online at [www.sponsorapuppy.org.uk](http://www.sponsorapuppy.org.uk)

On behalf of all the team at Guide Dogs, I'd like to thank you in advance for your support. You have the wonderful chance to change the life of a blind or partially-sighted person. Please sponsor a puppy today, either in your own name or as a special gift for someone you love.

Yours gratefully

Lisa

Lisa Eleazu

Puppy Sponsorship Manager

P.S. Support a guide dog through training and you will change the life of a blind or partially-sighted person.



Barley at 6 weeks



## unit 2

1.1 How does the writer persuade the reader to sponsor a puppy?

- S.C. - use PEE  
- explain the effects of language.

The article opens by personally addressing the reader by saying "Dear friend" this is a friendly tone to engage with the reader and make them feel like they're talking to them directly. The writer addresses the puppy as "playful, mischievous and full of life" but then goes on to write "Barley will become one of the most responsible dogs in the country". This shows that this is just a normal puppy who is full of life but in a very short amount of time they will be able to transform this playful puppy into an amazing dog. They describe her as becoming a fully-qualified, working guide dog - the eyes of a blind or partially-sighted person" this persuades the reader because it makes them feel like they can play a part in making this amazing dog.

Evidence selected to support view

Engaged with question

Comment on style

The sub-heading "Just £1 a week" persuades the reader because it makes such a big thing sound really cheap. The writer then goes on to say "This incredible transformation is only possible thanks to our caring supporters". This could possibly make the reader want to be one of those caring



supporters to help make this 'incredible transformation'. The writer tells the reader that they'll "be playing a big part in it's upbringing" this could make the reader feel like if they sponsor ~~one~~ of these dogs that they'll get something back. The writer then explains that they'll "be giving a blind or partially-sighted person the gift of independence" this makes the reader feel proud and it makes them feel good about what they've done. The writer then creates a contrast between the "joy" of sponsoring a puppy and the more "serious side" to sponsoring one by explaining that "there are over 200,000 blind and partially-sighted people in the UK" and that "with your support, we can give them the help they need". This persuades the reader because it shows with our little help, all of the "200,000" can be helped, and it's a huge number ~~like~~ that need our help.

Good comment on language and structure

Comment on statistics

The subtitle "Help us to transform people's lives" affects the reader because of the word "transform", "transform" is a <sup>larger</sup> ~~larger~~ <sup>stronger?</sup> ~~stronger~~ verb of "change" so it <sup>emphasises</sup> ~~shows~~ how much our help can change other people's lives. The writer then gives a personal experience of a guide dog given to a blind person, the writer gives a contrast of his life before and after he received "lance" the guide dog. He told the writer "My job wasn't the only thing I lost. As my sight got worse so did my confidence. My job wasn't the only thing I lost" this makes the reader feel sorry for the man, but the writer

focus on language

structure

Connect or  
Structure

then goes on to explain how his life was after he got "lance" the guide dog. The man explained, "Thanks to ~~to~~ lance I've found an amazing new life. I'm even pursuing a completely new career - my confidence has rocketed." This persuades the reader because it gives an example from a personal view to show how much it's helped, it gives a positive impact to the reader through positive language. Throughout the article the writer has been trying to persuade the reader but then he asks the reader directly, "so please ~~seriously~~ seriously consider" this shows the reader how much their help is needed.

Good focus on  
the question

Relevant  
evidence  
selected

The writer explains how "once a blind or partially-sighted person is partnered with a guide dog, we ensure they have a guide dog for the rest of their lives" this makes the reader feel like their money isn't going to waste but then the writer goes on to explain that they "make a commitment to give each retired dog the care and attention it needs forever". This makes the reader feel good because they know the dog isn't going to be left when it's retired. The writer then tells the reader how they can become "a puppy sponsor", they state "simply complete the enclosed sponsorship form and return it to the pre-paid envelope" this shows that they have made it really easy and even paid for the envelope.

Valid  
examples

Connect  
or  
Structure

The article then signs "yours gratefully" with a personal signature to make the reader feel connected to the whole project's process.



Well done. You have focused on the question throughout. You have selected relevant words and phrases to support your opinions. You have commented on the effect of language and structure. You have responded in detail to the text and shown a clear understanding of how it's persuasive.

→ To improve, comment in more specific on the impact of language choices and structure, looking closely at how the language persuades.

A very good effort, overall.

Well done. You have focused on the question throughout. You have selected relevant words and phrases to support your opinions. You have commented on the effect of language and structure. You have responded in detail to the text and shown a clear understanding of how it's persuasive.

- To improve, comment in more specific detail on the impact of language choices and structure, looking closely at how the language persuades.

A very good effort overall.



## Task 6

### Story Continuation

The pupils read Robert Swindells' novel 'Stone Cold' together in class. They then studied narrative voice, structure and plot. They used their knowledge of these features to create an effective continuation of the plot of the novel in the narrative voice of Link.

Learning Intention

How to write a narrative.

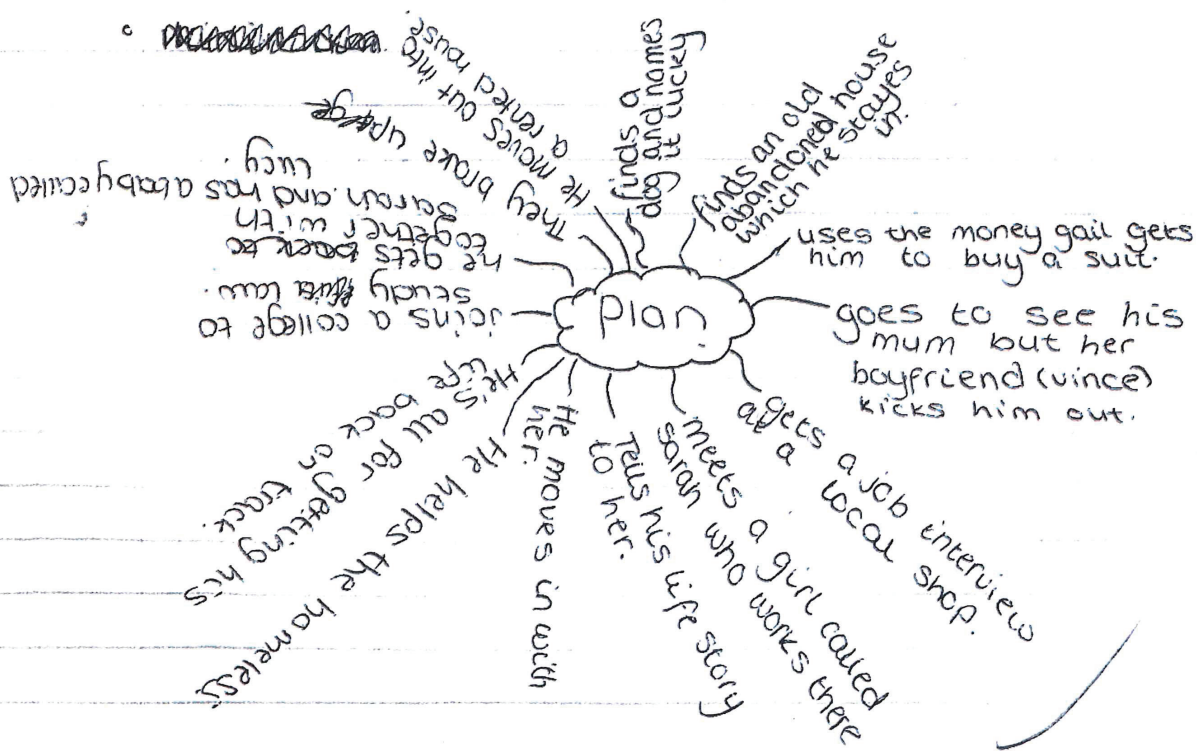
Question

What happens next to Link?

Success Criteria

- make sure its entertaining.
- Write in first person.
- Has to be realistic.
- Write in past tense.
- No swearing.
- use interesting vocabulary.
- SPaG - remember to paragraph your work.
- Remember

TIP TO P ← person.  
Time Place Topic



Fallen On From  
'Stone Cold'

Well I guess I could use this money that Gail gave me to try and get my life back. After all, being on the streets obviously isn't safe. Ok, £1000 ain't that bad really. Maybe I should go to see my Mum, you know, just to tell her that I'm ok and to see if she is still with that atypical boy Vince.

£17.65 for a train ticket back to me old home town; astonishing! I mean I know they need to pay for fuel and everything, but they have about (5) carriages full of people, even some standing without a seat. It's that full, they must be making a vast profit from it.

My old street is just how it used to be, the disintegrating roads with huge pot holes in, the broken-down fences that clearly need fixing, the old people sat in their chairs dozing. I don't think it's fair. They get to sit on their rear-end all day doing naff all because their pension pays them. We don't get that, I won't get that, not even when I'm older. If I'm even still alive.

'Knock, knock'. I've missed that sound, the sound of rotten old wood being banged on. Good old Vince came to the door. "You alright chap, long time no see!". 'Young chap' 'long



time no see?'. He's talking like I'm his good old mate from high school or something, as if, we've never been mates.

"Oh, um... H-Hi Vince... Mum in by any chance you could see him getting more and more annoyed as I was talking, by the time I'd finished, steam was practically coming from his ears. He grabs me by my top, like he used to and says, "so you think you can run away and leave your Mum worried to death and then come back like nothing's ever happened?" No mate, doesn't work ~~tho~~ like that, off you trot". And he threw me into a lamp post like I was a can of coke.

I stood there for a few minutes, just thinking about how it was before he came. It wasn't perfect, but what is? And then off I went again. I guess I could have gone to my sisters but I don't want to upset her boyfriend now would I? so I got on a bus and went into town.

Debenhams, that's a nice shop. Quite a good <sup>piece</sup> place to get a suit too. I peice together a three peice suit and some smart shoes. £226.98 it comes to, what a rip off.

After this I go to a place called 'Body care' to get some shampoo, conditioner, lynx and body wash. Then I'm off to the swimming baths, after all, it's free Wednesday and they have showers!

When I get there, the women on the counter gives me a dirty look, like I haven't got a right to be here or something, like she knows

a thing. The showers are quite nice here, just the right temperature actually.

Off I go again, a job <sup>advert</sup> ~~offer~~ <sup>for</sup> at a local shop? I do look pretty smart, I'm clean and I guess I smell pretty nice. And I can put my address down at my Mums! This is looking pretty good if I'm quite honest.

As soon as I walk in, there is a girl at the counter. It's like it was with Gail, but different. There is something about her. My legs feel like jelly, its weird. She shows me to her manager.

I got the job! My life is back on track for once and for all. Bit of a cliché ending perhaps?

★ You've made some good vocabulary choices and echoed the text effectively.

★ Your writing is engaging and develops well.

Ⓣ Take care with tenses: make sure you don't slip from past to present tense at times.

## Task 7

### Writing A Persuasive Speech

The pupils studied a series of texts and powerful speeches given by influential speakers of the past and present. They completed an analysis of the persuasive effects used by speakers and their impact, and they also wrote a speech of their own using the persuasive techniques studied. They then delivered a speech to the rest of the class using only notes, with the aim of persuading the class to a point of view or to take up a new hobby.



Unit 4

Friday the twenty-eighth  
of March, 2014.

Learning Intention

How to write a persuasive speech

Level Descriptors.

Level 6.

- engage and sustain the readers interest .
- express opinions and develop points in support of your point of view
- varied vocabulary choices

Level 7.

- confident and developed writing
- ideas are organised
- sustain arguments and offer convincing evidence in support of your views
- A range of effective vocabulary.

good start

Animals, we all love them. Rabbits, dogs, guinea pigs, mice, rats and all other types of them, so why do we continue killing them? Makeup, <sup>cleansing</sup> ~~cleansing~~ products and even hair hair products have <sup>probably</sup> ~~probably~~ killed as many as 1000 animals on average before they even get ~~even~~ put ~~on shop shelves~~ in the shop. ✓

According to the ~~human~~ Humane Society, Registration of a single pesticide requires more than 50 experiments.

and the use of as many as 12000 animals, even animals that are protected by the AWA can be abused and tortured. And the law doesn't require the use of ~~valued~~ alternatives to animals, even if they are available.

Over 100 million animals are burned, crippled, poisoned and abused in US labs every year. Also each year

1114  
6755M

irritation

acid

sense

Q And effective in animals fail in human clinical trials because they are too dangerous or don't work. Also to make things worse, in tests of potential carcinogens, subjects are given a substance everyday for two years. Other tests involve killing pregnant animals and testing on their <sup>babies</sup> ~~animals~~, imagine someone killing you to test on your unborn baby.

I know that some of you are thinking, well if we don't do it on animals, who will we do it on? Well if companies like 'original source' who are a big brand in selling body washing and shampoo can find a way, why can't everyone else? I know that animal research has played a vital part in nearly every medical breakthrough over the last decade and thanks to animal research, primarily in mice, cancer survival rates have continued to rise. yet if people can do these & make things without trying to wipe out a species of animals, why can't everyone else?

exp. disgrace In my opinion this is a disgrace.

An animal dies in a European laboratory every three seconds. In scientific animals may legally be poisoned; deprived of food, water or sleep; subjected to eye or skin irritants; subjected to psychological distress; deliberately infected with diseases; subjected to brain damage; paralysed; surgically mutilated; irradiated; burned; gassed; force fed; electrocuted and killed. This happens to



millions of animals every year. ✓  
Animals are not ours to ~~test~~  
experiment on, they feel pain and fear as  
as we do, and their overwhelming  
natural instincts - like ours - are to be  
free and protect~~ed~~ their own lives,  
not to be locked in a small cage in  
a laboratory.

~~more~~ Animal testing is a crude and  
inaccurate science. It has wasted resou-  
ces, delayed medical progress and en-  
dangerously derailed our understanding  
of diseases. For example, we delayed  
our understanding of polio transmissio-  
heart disease and diabetes because I  
studied them in other species. Many  
studies have shown that animal tests  
fail to predict reactions in humans  
accurately, and they sometimes get it  
right less than 25 per cent of the time  
so in some cases, you'd be better off fl-  
ping a coin. This is a huge wake u-  
call: we must move forward and no longer  
blindly accept the claims of people  
who have a vested interest in seeing  
animal testing continue. ✓

It is time to switch to the Hur-  
re, effective and modern non-animal  
testing methods which cause no suffe-  
accurately ing and accurately predict reactions in  
humans. Thank you for listening and I  
hope this has changed the way you look  
at animal testing. Thank you.

★ An excellent speech      Well done!  
Full of emotive language and direct  
address.

★ Plenty of persuasive techniques and some  
sophisticated vocabulary choices.

⑦ Check your spelling and punctuation  
especially over-use of commas.

## Task 8

### Letter Of Complaint

The pupils were asked to write a letter, using an appropriate tone and register, to complain about a recent holiday. They looked at examples of formal and informal letters and were instructed to write in an engaging way, suitable for PAL (purpose, audience and layout) and to be formal in their tone.



## The Holiday

where?: Bulgaria.

who with?: Nan, Grandad, Georgia & maddy.

How long? Two weeks

Arrived. 26<sup>th</sup> of ~~the~~ August &

Left. 10<sup>th</sup> of September.

How many stars: Supposed to be 5 star hotel

What hotel. melia Grande-Hermitage.

## The Pool

\* Even though it was a 5\* hotel, there was another level that got better sun beds and a better pool

The sides of the pool had food on which attracted flies.

- Life guards was not paying attention.
- Pool was freezing.

## Facilities

- You had to press 'Flush' three times for it to flush
- The shower kept going from boiling hot to freezing cold
- The bed was not comfy.
- All inclusive was not all inclusive after 25 past 10.
- Shower floor was dirty.

\*

## Staff

- They were rude -
- would not serve after 11 at night -
- maid wouldn't let you go in the room. -
- Didn't want to help -
- kept knocking into you. -
- had to wait 30 minutes for room service. -

Rhyi  
Denbighshire

17/9/13

Hotel X

Varna  
Bulgaria

53 To the manager of Melia-Grande Hermitage.  
I am writing to you because when I came to stay in your hotel, which is supposed to be a 5\* hotel, it was the ~~worst~~ worst holiday ever. I stayed in your hotel for two weeks from the 26th of August to the 10th of September.

The facilities were awful for a start! When I arrived, I went to take a shower before I went for dinner and I was ~~dis~~ disgusted with what I came ~~across~~ across; the floor of the shower was full of mud so I had to clean it. When I finally got in the shower, the temperature kept swapping between boiling and freezing. The bed was not comfy or 'cosy' for a start, and <sup>then we had found</sup> ~~to~~ find out that after 25 past is all inclusive was not all inclusive so we have to pay for everything! Even though this hotel was a ~~first~~ five star hotel and you shouldn't be able to get any higher, there was another 'level' that got better facilities and a better part of the pool than the rest.

I was disgusted with the pool. It had bits of food in <sup>it</sup>. It said it opened at 8:30am yet at 10am they were still cleaning and wouldn't let anyone in, it was diabolical. The pool was freezing, it was like ice. ~~The~~ side of the pool had all spilt drinks and food on which attracted flies and wasps. The life guards had there backs turned to the pool, reading a news paper and were not paying attention. If I wanted a holiday like this, I would have stayed in family towers.

The staff were so disrespectful, I was so horrified with them! They were rude, they did not want to help you out, they kept knocking into you and they didn't have any manners at all. The maid ~~to~~ took way too long to clean and while she was cleaning, she wouldn't let <sup>us</sup> you into the room. When we phoned room service because the bar would not serve after 11, they took 30 minutes to come. I was so unimpressed.

I expect a ~~re~~ reply soon and I hope something is done about this.

From

Conclude formally? You have engaged and sustained your reader's interest here, and you have adapted your style and register to suit the task. Some humorous elements (Family Towers!) but you have remained focused on the PA2 of the task. You have expressed an opinion and given reasons for your views, and sentences and punctuation are generally accurate. → check spelling carefully. (there/their)



## **Level 6: Learner profile**

The materials in this folder consist of a learner profile which is judged to show the characteristics of a learner's standards of attainment which, overall, are at level 6. The commentary should enable the reader to see why the learner profile has been given a best-fit level 6.

The level of detail exemplified here in the commentary is intended to give a good sense of how a best-fit level can be fully justified, in the case of learner profiles. For in-school awarding of best-fit levels at the end of a key stage and in-school moderation, it is still necessary for the teacher to justify that the range of work required is covered and the appropriate standard reached to award a best-fit level. How this is demonstrated is for each school to determine.

A learner profile will typically contain the work of one pupil from across the range of the subject and provide sufficient evidence to enable a judgement to be made on the level which best fits the standard represented in the profile. A learner profile should be as straightforward as the pupil's book or books which show evidence of the characteristics of levels and relevant attainment target(s). Other work which would give the complete picture of a pupil's standards might include a theme/topic book, audio visual recordings, reading record. A commentary on the learner profile will make clear how, on balance, the best fit judgement has been reached and why it is not at the level above or below if it is borderline. The commentary will signpost where the evidence of achievement at a particular level can be seen in the exercise book or other original material produced in the year.

## English: Learner profile

### Level 6

#### AT1: ORACY

Evidence needs to include speaking and listening individually, in pairs and in groups, in order to present, talk and perform for a variety of audiences.

| Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Source | Reference               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------|
| The pupil fulfilled the criteria for L6 in her group discussion. She expressed herself clearly and used evidence to support comments made about the language used by the writer and the effect this had on the audience. She engaged thoroughly with the task throughout and with the other members of the group. She responded well to others' contributions, showing a clear understanding of ideas expressed by others. She took an active part in the discussion, making sure that it moved on to the next section or relevant point when appropriate.                                                                                                                                                                                                                                                  | Task 1 | <a href="#">pp 1-4</a>  |
| The pupil has demonstrated clear features of L6 attainment. She spoke with confidence about a topic of interest, and she effectively gained the audience's attention through intonation and rhetorical questions. She had prepared notes and, although she referred to them, she did not read these out, using them to prompt her next point. She was occasionally stilted, for example when quickly referring to her notes as she lost her place within her presentation. However, she quickly recovered and continued with confidence. She varied her vocabulary for effect and used standard English throughout. Her opinions were based upon evidence and research. She evaluated her own performance effectively, with a clear understanding of ways in which she and others could improve their talk. | Task 2 | <a href="#">pp 5-12</a> |

#### AT2 READING:

Reading evidence should include **literary and non-literary** evidence.

| Comment                                                                                                                                                                                                                                                                                | Source | Reference                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------|
| The pupil has selected words and phrases to support her views by incorporating and using apt quotations. She has commented on language and its meaning, although further exploration of the specific effects of language choices would strengthen the piece further within L6. She has | Task 3 | <a href="#">pp 13-23</a> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
| referred to aspects of language and structure, and has shown a good understanding of content in her exploration. She has responded in detail to the texts and has summarised information from both sources in her comparison. The pupil has met L6 criteria within this task, although further comment on the effect of language and techniques used by the poets would improve the standard further.                                                                                                                                                                                                                                                                                                                            |               |                          |
| The pupil has incorporated valid points and has demonstrated a clear understanding of the impression created by the writer. She has explored language and has commented on the effect of specific words and phrases. Appropriate quotations are selected to support and justify viewpoints, and there is a good attempt to comment on why language is important. The pupil's ideas are presented fluently. She has responded to the text in detail. Quotations are used effectively on the whole, but quotations are not consistently identified by denoting the selections with quotation marks. The overall structure of the analysis is clear and there is a clear line of development and understanding within the response. | Task 4        | <a href="#">pp 24-29</a> |
| The pupil has demonstrated a clear understanding of the task and has selected relevant words and phrases to support her opinions (L5). She has commented on the effect of language and some structural choices, although further development of this would have improved the work overall. She has responded in detail, and has produced a clearly structured and coherent discussion of the text.                                                                                                                                                                                                                                                                                                                               | Task 5        | <a href="#">pp 30-35</a> |
| <b>AT3 WRITING:</b><br><br>Writing evidence should include <b>literary and non-literary</b> evidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |                          |
| <b>Comment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Source</b> | <b>Reference</b>         |
| The pupil has achieved L6 criteria within this task. She has engaged and sustained the reader's interest and has adapted her style and register to suit the task. She has used a range of vocabulary for effect and has attempted to write in role effectively. She has used a range of sentence structures for effect and ideas are consistently organised into effective paragraphs. Spelling is accurate overall, although there are occasional errors. The overall standard of the work is a sustained L6 due to a solid understanding                                                                                                                                                                                       | Task 6        | <a href="#">pp 36-40</a> |



|                                                                                                                                                                                                                                                                                                                                |        |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------|
| of the task, character and required format. However, there is a need to develop ideas in more detail, to develop vocabulary and expression further, and to ensure consistency of tenses to enable her progress further within this level and above it.                                                                         |        |                          |
| The pupil has adapted her style and register according to the requirements of the task. She has used a range of vocabulary for effect. Spelling is usually accurate, although there are a few careless errors and occasional issues with clarity of expression.                                                                | Task 7 | <a href="#">pp 41-46</a> |
| The pupil has adapted her style and register according to the requirements of the task. She has included content that is suitable for her purpose and audience, and she has structured her ideas carefully. She has used a range of vocabulary for effect. Spelling is usually accurate, although there are occasional errors. | Task 8 | <a href="#">pp 47-50</a> |

#### **Best-fit level: Summary**

**ORACY:** The pupil has been awarded a best-fit Level 6 due to the skills demonstrated across the oracy tasks assessed. She adapted her talk to different situations with confidence. She was able to contribute effectively in a range of different situations. She adapted her language to suit the task, using rhetorical devices in her individual presentation to engage the audience's interest. She has demonstrated clear features of Level 6 attainment. She spoke with confidence about a topic of interest, and she effectively gained the audience's attention through intonation and rhetorical questions. She varied her vocabulary for effect and used standard English throughout. Her opinions were based upon evidence and research. She evaluated her own performance effectively with a clear understanding of ways in which she and others could improve their talk.

The pupil fulfilled the criteria for Level 6 in her group discussion. She expressed herself clearly and used evidence to support comments made about the language used by the writer and the effect this had on the audience. She engaged thoroughly with the task throughout and with the other members of the group. She responded well to others' contributions, showing a clear understanding of ideas expressed by others. She took an active part in the discussion, making sure that it moved on to the next section or relevant point when the previous area of discussion had finished.

She has achieved Level 6 criteria across the tasks undertaken.

**READING:** The pupil has been awarded a best-fit Level 6 for the reading section of the profile. She has demonstrated her ability to understand different texts through the variety of tasks completed, and she has selected relevant words, phrases and information in her

responses to the texts studied. She has commented on the effect of language and structure, and has summarised points and evidence from different sources. She has demonstrated an ability to read texts with understanding and insight, and has responded in detail to both literary and non-literary texts.

She has demonstrated the features of Level 6 sufficiently, although further explanation of the effects of language and structure to demonstrate her skills would improve the standard further.

**WRITING:** The pupil's writing engages and sustains the readers' interest. She has adapted her style and register for different forms, purposes and audiences. She has presented information for various purposes within the tasks exemplified and has expressed a clear opinion. She has developed points in support of her opinion, and has used a range of vocabulary and sentence structures for effect, depending on the requirements of the task.

The writing does show some features of Level 5 in relation to some basic spelling and clarity issues. The content, structure and evident understanding of the requirements of the tasks, however, achieve Level 6 criteria and Level 6 provides the overall best-fit.

**OVERALL LEVEL:** Although there are some aspects of attainment in writing that demonstrate Level 5 criteria, others make Level 6 the best fit and attainment in oracy and reading are clearly secure at this level. Level 6, therefore, provides the overall best fit in English.