

148121

Name: Benjamin [redacted]

Form.. [redacted]

Subject... Topic

Topic Book

Two

4
Tuesday, 8th January 2015

Q.5: Can I write a letter to somebody, campaigning for Fairtrade products?

Dear Mrs Green,

Feedback word

We are writing to you on behalf of Fairtrade. We would be grateful if you would consider allowing us to wear Fairtrade uniform and maybe even ^{have} a Fairtrade non uniform day when we wear Fairtrade clothes. ^{Great idea!} because part of our money goes to the farmers. Also they pick stunning flowers that you would probably buy in store. They make the coffee that you drink in the Mornings.

We look forward to hearing a reply from you.

Yours sincerely,

Jack Felton and Ben Nicholas

Q.6: How does Fairtrade contribute to the farmer's lives? The money

Q.7: I am impressed with this letter which is very formal. Good boy!

3 marks

Q. Can I write interesting facts about Ghana? ✓✓ (I)

Benjamin
12/15

PPA-CH

Ghana

Capital City: The capital of Ghana is Accra.

Population: The population of Ghana is 25 million.

Where is Ghana? Ghana is in africa. Africa

What have you learned about Ghana?

- I have learned that the capital of Ghana is Accra.
- I have learnt that Ghana is the ^{2nd} biggest country growing cocoa beans.
- I have learnt that the Exports are oil, gold, cocoa, timber, tuna, diamonds and aluminium and import capital equipments, petroleum and food types.
- The currency is Ghana cedi and currency code ghs.
- everyone in Ghana speaks English.
- population density is 102 ^{per} Sq. km.
- The coat of arms of Ghana is Freedom and Justice.
- Ghana is in Africa.



Great research Ben. Well done !!!

Wednesday 3 February 2010
 8.0: Can I explain how chocolate is made and where it will come from?



1. These flowers are grown in the rainforest.

2.



A Midge pollinates the flowers and the stick breaks the midges then fall off.

3.



When the pod is red, yellow or orange it gets harvested.

4.



After 20 or 50 days the beans are inside.



Next the beans get fermented for 2 weeks.



Then the beans dry in the sun for another 2 weeks.



Next the beans get roasted for 20 minutes.



30 minutes later the beans get ground into pieces.



Next sugar and water is added with the beans.



Finally the chocolate is poured into a mould.



3 bars

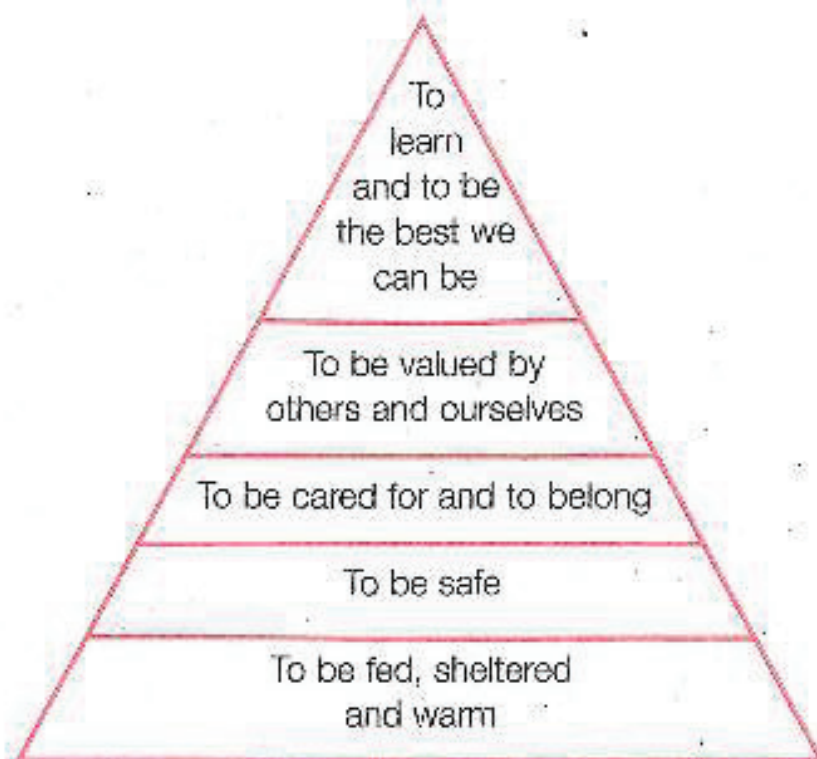
⊕ This is a great flowchart showing the process of how chocolate is made.

5.2.15

Lo: Can I use the need pyramid to record how my needs are met? ✓(1)

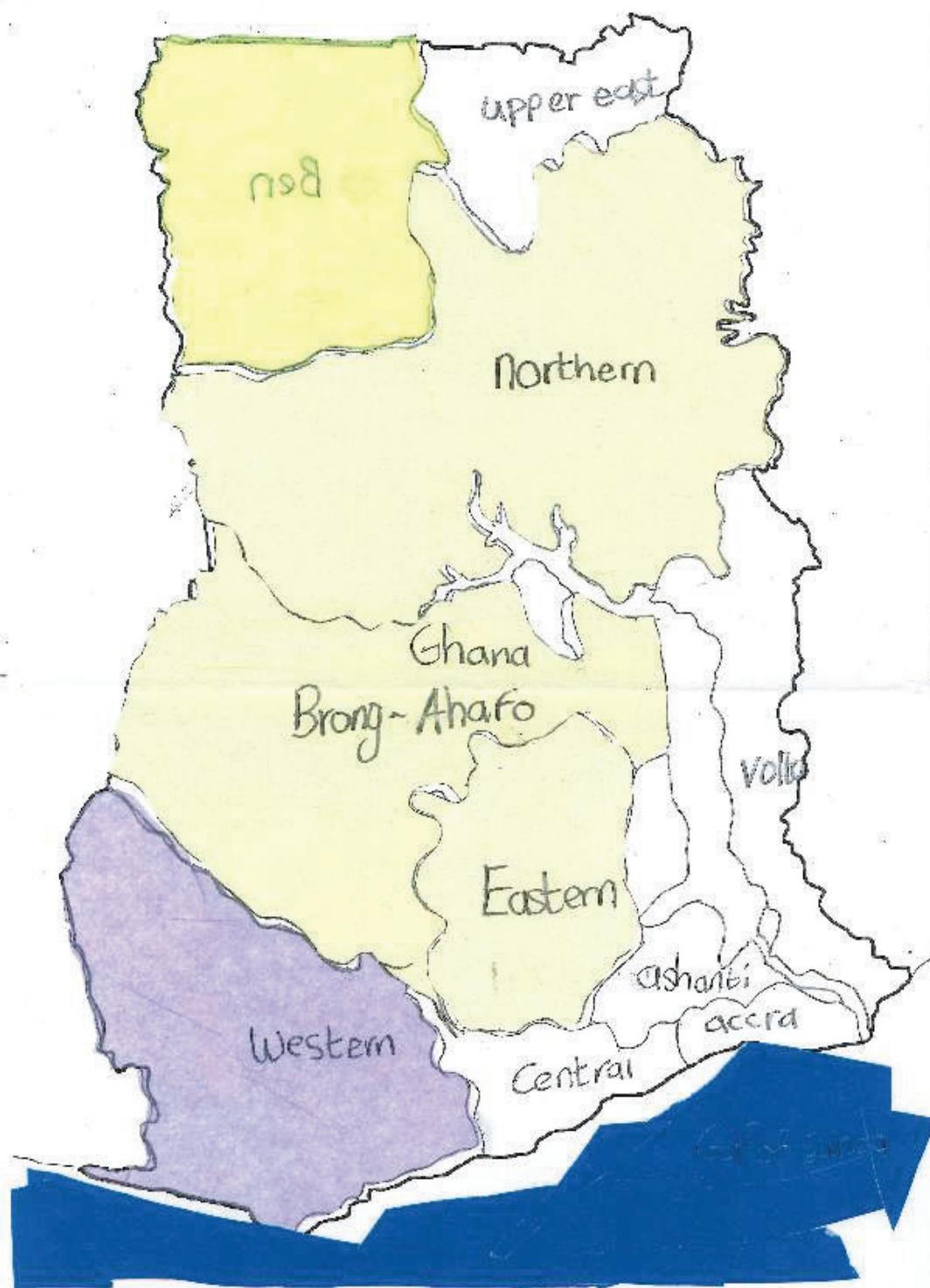
Date: ?

LO:



I think I been learning and being have good this week. I am happy what a eat, drink, wear, have and looked after and be safe. I know I been I cared for and belonged to because I get food, ^{drink}drunked and ^{clothes}wear. I know I'm safe because when something had happen ~~a~~ my family, friends and teachers look after ~~me~~. I know I've been fed, sheltered and warm because I live in a house with my family. ✓

You are a valued member of our class Ben!



Ben this is great but it needs to be completed. ✓

5.2.15
Lo: Can I make a call aged map of Ghana?

✓

my Tuesday, 10th February 2015

PPA-CH.

Q.c: Can I design a mask personal to me in the st
of a Ghanaian mask? ✓✓①



A good represent
ion of you!

11.2.15

Q. Can I draw a line graph showing temp. data of continuous data?

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Ghana	27.5	27.5	28	29	27	26	25	24	26	26	27	27
Wales	6.5	6.6	8.15	11.0	14.5	16.8	19.1	16.8	16.2	12.8	9.3	7.4

Wales
Jan

1. What was the lowest temperature recorded on the chart? 6.5
2. In which months were the highest temperatures recorded? March and April
3. What is the difference in temperatures between Ghana and Wales in the month of May? $27 - 14.5 = 12.5^{\circ}\text{C}$ ✓
4. How much colder is it in Wales than Ghana in the month August? 6.8°C × 'B' check
- 5.

'B' Estimate what the temperature will be for Wales and Ghana, half way through the month of October.

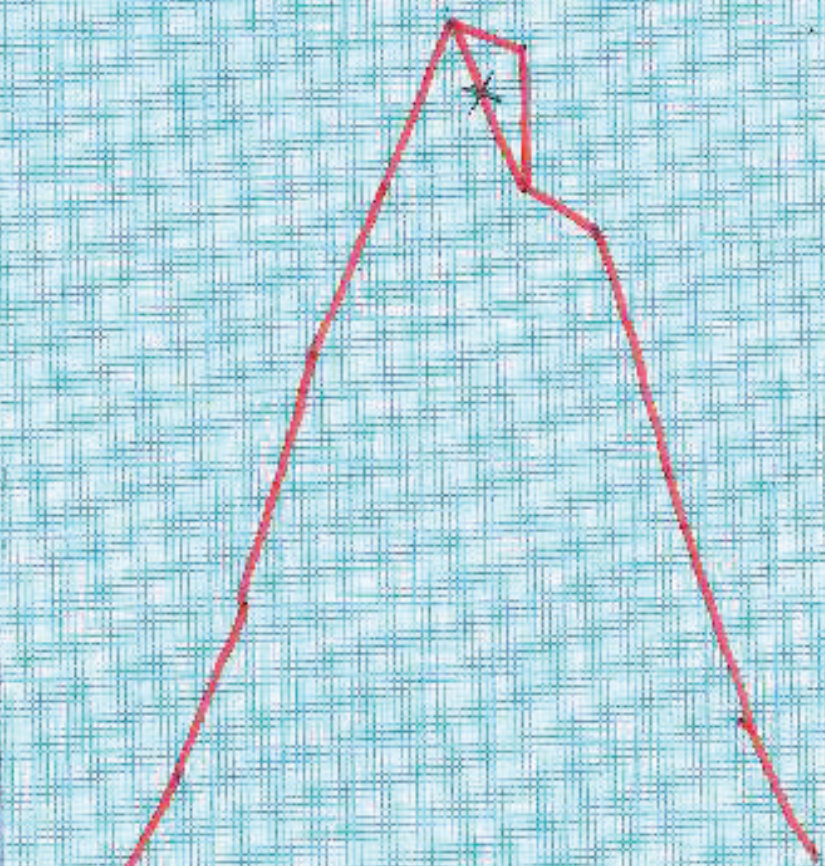
Wales =

Ghana =

28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

Temperature in winter and summer

A graph to show the temperature in Ghana over a year in months



= Winter
 = Ghana

Months of the year
Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

12.2.15

Q.1: Can I justify choices? I choose your favourite chocolate bar and tell me what you could do to burn off the calories.

What can I do to burn off the calories in chocolate?

	Sleeping 60 Cal/Hour		Walking Dog 230 Cal/Hour
	Driving 130 Cal/Hour		Walking to School 220 Cal/Hour
	Using the Lift 30 Cal		Climbing the Stairs 70 Cal
	Watching TV 60 Cal/Hour		Swimming 400 Cal/Hour
	Reading 80 Cal/Hour		Gardening 215 Cal/Hour
	Eating 80 Cal/Hour		Football/Sport 290 Cal/Hour
	Cleanroom Lessons 110 Cal/Hour		Practical Lessons 220 Cal/Hour

	A	B
35	Chocolate Bar	Calories
36	Date	115
37	Biscuit	140
38	Tea/Milk Macaroonous Creams	285
39	Gummy Lament	110
40	Gummy Baggie	174
41	Gummy smooth milk	228
42	Worpa	245
43	Worpa Gold	265
44	Worpa	302

Tim
My favourite is a Boost, 250 calories! So I could swim for half an hour and read for about half an hour and I would have burned about 240 of those calories!

No, take the dog for a walk for 30 minutes and watch telly for 40 minutes!

Who is right? Prove it! What else could they do?

Tom

Tim is right because half 400 is 200 and half 80 is 40 which equals 240 and 250 is near 240.
Cleanroom Lessons = 110
Boost = 250

Boost = 250 calories ✓
Swimming = 400 calories ✓
 $400 \div 2 = 200$ ✓
Reading = 80 calories ✓
 $80 \div 2 = 40$ ✓
 $200 + 40 = 240$

Tom
Boost = 250 calories ✓
Walking Dog = 230 ✓
Watching TV = 60 ✓
 $230 \div 2 = 115$ ✓
 $60 \div 2 = 30$ ✓
 $30 + 115 = 145$ ✓
my mistake!!
230 calories & walking the dog for 40 min

24.2.15

0

Q.5: Can I consider whether or not farmers get a fair price when selling the cocoa?

P: Can you work out the difference between the average wages?



Average yearly wage for a Ghanaian farmer is £325

Average yearly wage for a UK farmer is £25,578.

Is this fair? No because Ghanaian farmers grow a lot of cocoa

What do you think should be done? The ^{government} should double the price which is £650 or more like 25,000.

Problems that cocoa farmers face?

1. The price of cocoa in the world market ^{continues} to get higher and lower.
 2. Cocoa farmers live a hard life. They earn £325 a year.
 3. Cocoa farmers get paid 8p from cocoa buyers.
 4. They need money for doctors, transport, ^{medicines}, School ^{fees} and clothes.
 5. Even in hard times it is difficult to ^{switch} to other ^{crops}.
- P: Why would it be difficult for farmers to switch to other crops?

Tuesday, 10th March 2015

ff

L.O: Can I make a ghanaian mask using my design?

✓✓(I)

The completed mask was great. Well do



Monday, 10th March 2015.

PPA-CM

Q: Can I evaluate my Character mark? ✓✓(I)



2 STARS



I liked the design.



I liked the colour. ✓

1 WISH

I wish I could put more things on my design. ✓

17.3.15

Lo: Can I apply my mathematical knowledge to solve chocolate problems?

1. There are 213 chocolate in a tin. I buy 24 tins. How many chocolate do I have? 213

$$\begin{array}{r} 213 \\ \times 24 \\ \hline 852 \\ 4260 \\ \hline \end{array}$$

5,112 Answer = 5,112 ✓

2. At Cadbury World the fudge machine can produce 436 bars per minute. How many bars are produce in 35 minutes? 436

$$\begin{array}{r} 436 \\ \times 35 \\ \hline 2180 \\ 13080 \\ \hline \end{array}$$

15,260 ✓

Answer =

3. A large bar of Dairy Milk weighs 654 grams. How much will 23 bars weigh? 600 50 4

20	12,000	1000	80	13,080
3	1,800	150	12	1,962
				15,042

4. There are 50 children in year 6. 20% of them prefer white chocolate to Milk chocolate. How many pupils prefer milk chocolate? 10% of 50 = 5 20% of 50 = 10 40 pupils prefer Milk chocolate. 17.

5. Chocolate bars have increased in ^{price} by 15%. A Mars bar 40p, how much does it now cost? 10% of 40 = 4p 15% of 40 = 6p
 Mars bar ✓

6. There are 55 bars of Dairy Milk in a box. There are 20 boxes in crates. I have 12 crates. How many chocolate bars do I have

$$\begin{array}{r} 55 \\ 20 \times \\ \hline 55 \\ 1100 \\ \hline 1100 \end{array} \quad \begin{array}{r} 165 \\ 12 \times \\ \hline 330 \\ 1650 \\ \hline 1650 \end{array}$$

you have missed out the zero.

1,980 Answer = 1,980 bars

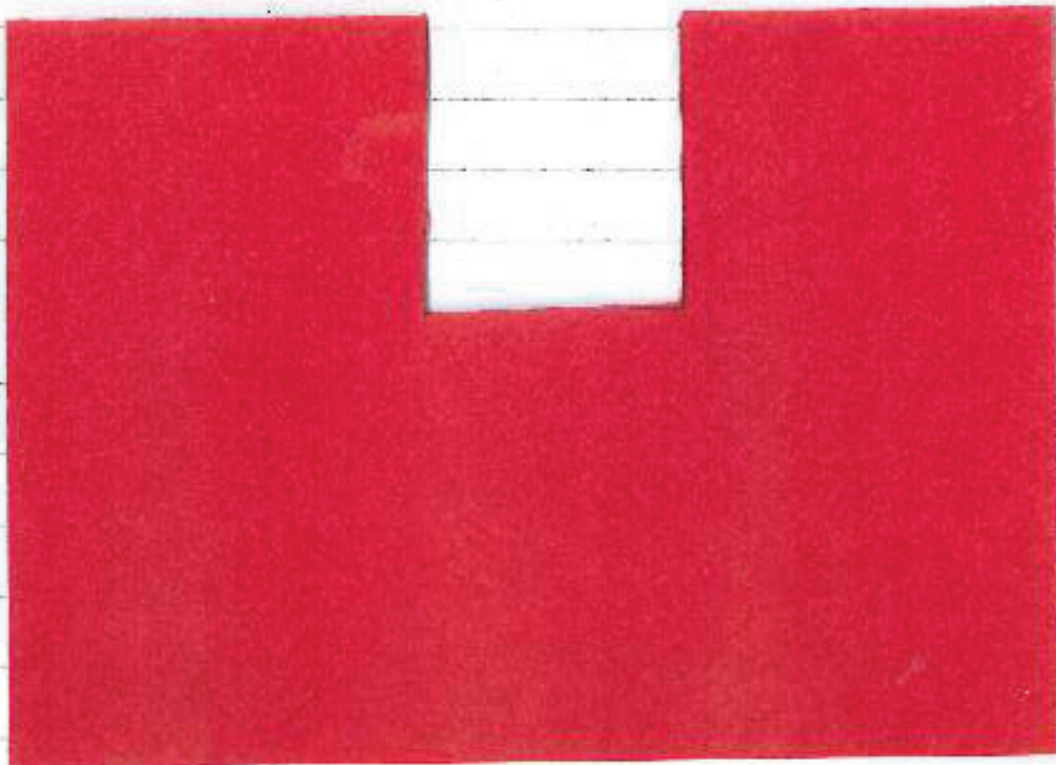
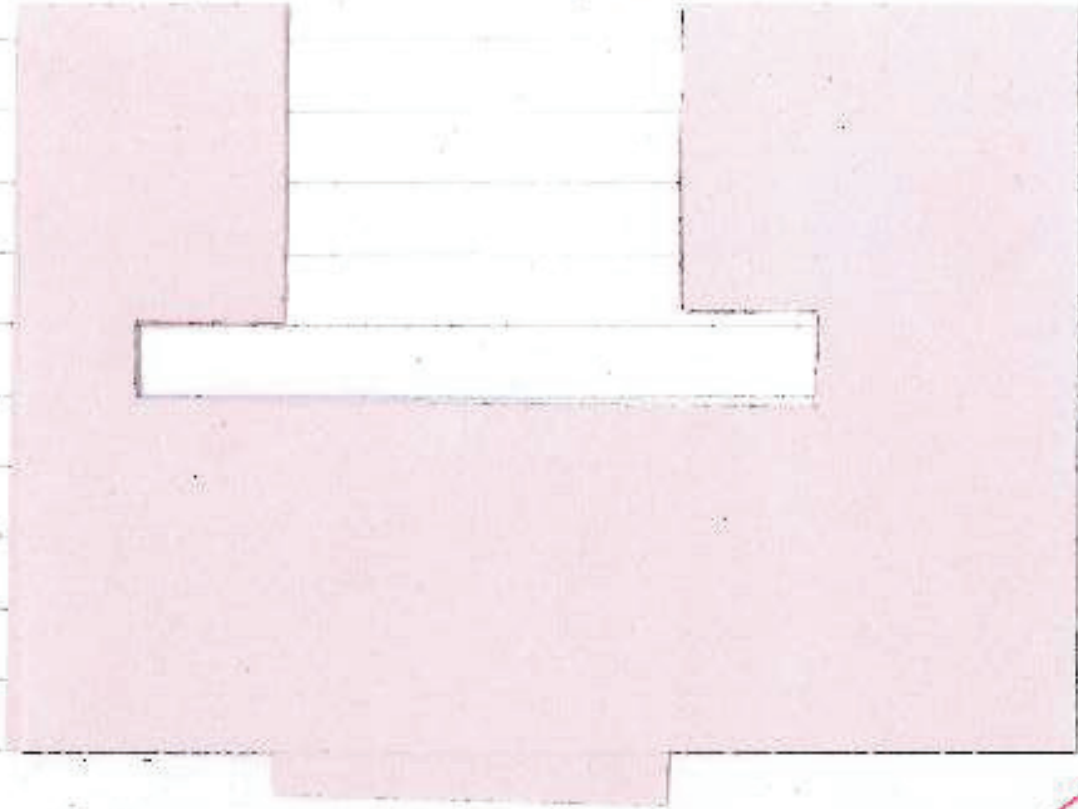
!!!
 you need to re-look at this Ben.

⊕ you did so well with these problems Ben, particularly with working out percentages. Da
 ution!

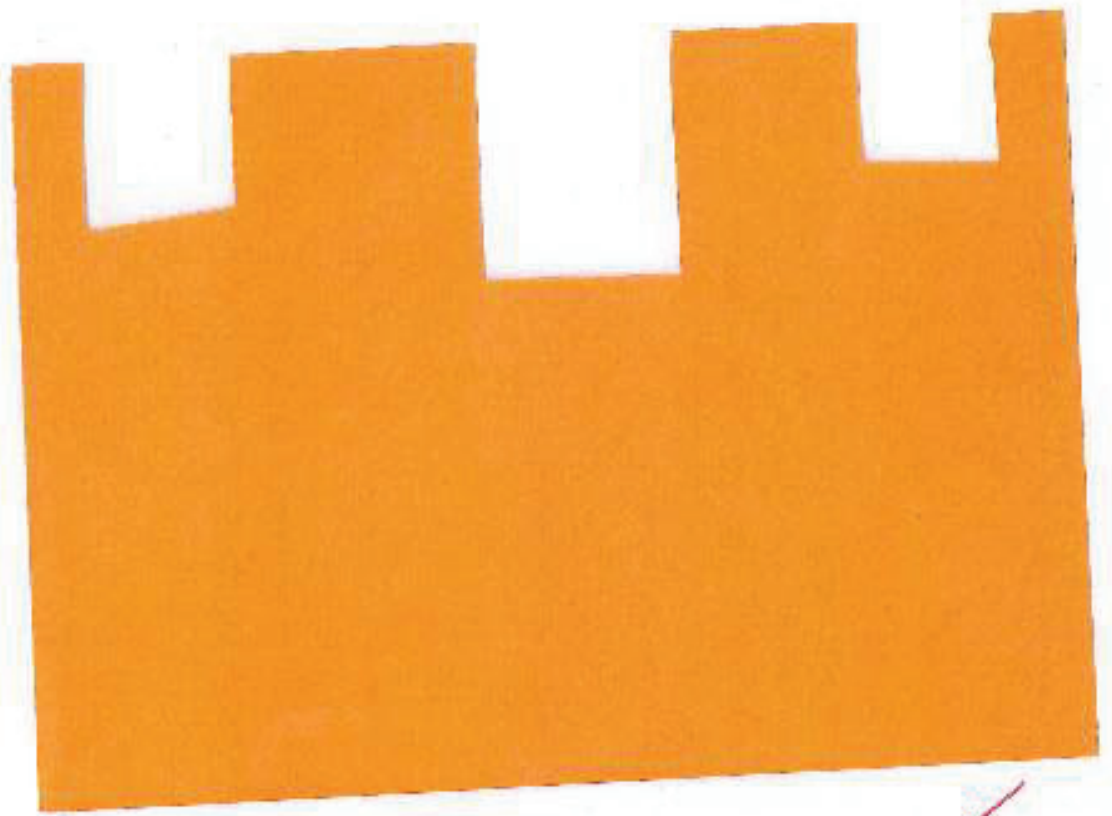
17.3.15

PPA-CH

So can I experiment with pop-up mechanisms? ✓(I)



Ben I wanted you to experiment with different pop-ups. These are both box pop ups.



✓
This is also a box pop

Remember we looked at the array pop-up,
the tree pop-up and various others.

NO Anti-BULLYing!!!

CYBER BULLYing



Cyber bullying means
When someone texts
 nasty words to someone
 else all the time.

VISUAL BULLYing Verbal BULLYing



Visual Bullying means
When someone pulls nasty
 faces at someone all the
 time.



Verbal Bullying means
When someone says unkind
 words to someone else all
 the time.

PHYSICAL BULLYing SOCIAL BULLYing



Physical Bullying means
When someone kicks or
 punches someone else all
 the time.



Social Bullying means
When someone bullies a
 friend all the time.



Date 17.3.15

LO: Can I design an anti bullying poster

I love this poster. It covers all aspects of bullying. Well done Ben!!!

Thursday, 19th March, 2015



Q: Can I scan and extract information to answer questions accurately?

The story of cocoa and chocolate

Q: When was cocoa first introduced into the United Kingdom? Cocoa was first introduced into the United Kingdom during the 17th century.
2. Who brought cocoa to Europe? The person who brought cocoa to Europe was Don Cortez.
3. Who used the cocoa beans first? The first person to use cocoa

"The Emperor Montezuma" from a table at Cadbury World.



beans was the Maya. 4. What did the Mayans use cocoa beans for besides making chocolate? The Mayans used cocoa beans with water with maize-

meal, vanilla and chilli. 5. Where did the Mayans travel to sell their cocoa? Who did they sell it to? The Mayans travelled to Mexico to sell their cocoa. The Mayans sold their cocoa to the Aztecs. 6. Who brought cocoa and chocolate to Europe? When was this? The Mayan Don Cortez brought cocoa to Europe and it was in the 17th century. 7. What was 'Chocolatl'? Describe how it was made. Chocolatl is a chocolate drink. This is how you make it by roasting and grinding the cocoa beans then mixing them in water with maize meal, vanilla and chilli. 8. How did the Spanish version of the chocolate drink differ to the Aztec drink? The version of the Spanish and differ drink is a Spanish version of chocolate with ^{check question 6} Please answer this question.

⊕ Your understanding of this story about cocoa and chocolate is good.

Tuesday, 24th March

PPA-CH

Q. Can I write anti-bullying policy for Greenmead Primary school? ✓✓(1)

Greenmeadow Primary School Anti-Bullying Policy

At Greenmeadow Primary school we ~~would~~^{do} not ~~have~~^{tolerate} bullying

Here there are the ~~type~~^{types} of bullying and the meaning, Cyber Bullying is name calling on pop jam, face book, Whats app and in Verbal Bullying means when someone says unkind words to someone else all the time. Visual Bullying means when someone pulls no faces to someone all the time. Psychological: Behaviour is to instill a sense of fear or anxiety in another person. Physical Bullying means when someone pushes, scratches, pinches, bites, up, punches and using any other form of violence against another person.

Finish your closing statement Ben.
I like your mission statement.



Should all supermarkets stock Fairtrade products?

This argument is to discuss whether all supermarkets should stock fairtrade products.

FAIRTRADE

Thursday 26th March, 2015

Q: Can I write a balanced argument using power points?

In the past few years farmers have been working hard to get a fair price for their cocoa beans. Some supermarkets have supported Fairtrade, however, some supermarkets do not sell Fairtrade products. But should all supermarkets sell Fairtrade products?

Firstly, if the charity Fairtrade did not exist the farmers would not get enough money and they would not be able to grow more crops and would not afford enough clothes and food.

In addition to this, African government only pay £325 per year for one cocoa farmer and the British government pay £25,578 per year for one natural farmer so the cocoa farmers should get at least the same amount as the natural British farmer.

→ Fairtrade products are slightly more expensive than normal products therefore the community prefer to buy non Fairtrade because it is cheaper.

Despite this the African government expects other countries to give money to their farmers when they should give the money to the cocoa farmers instead of us.

In conclusion I am for Fairtrade products to be sold in supermarkets because the farmers need transport, food, water, cloths, school feeds, houses, money and fuel.

Ben and Rhian

Oracy Example 3

To participate within a group debate to discuss if all supermarkets should stock Fairtrade products.

Context: Topic - Chocolate. Literary text: Charlie and the Chocolate Factory by Roald Dahl

Assessment task: Can I take part in a group debate?

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- They can suggest changes in vocabulary and style which would improve talk.
- They use appropriately some of the features of standard English vocabulary and grammar.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
- They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality.
- They begin to use standard English in formal situations.

Level 6

- Pupils adapt their talk to the demands of different contexts with growing confidence.
- By varying their vocabulary, expression and tone, they engage the interest of the listener.
- Pupils take an active part in discussion, using evidence to support their views.
- They show understanding of ideas and consider how and when to respond to others.
- They express opinions and can use evidence to support their views.
- They are able to evaluate their own and others' performance as speakers and can suggest ways to improve.
- They are usually fluent in their use of standard English in formal situations.

Name: Ben

Level achieved: Level 4 (secure)

Date: April 2015.

Target:

Reading Example 2

(Reading response to non literary text)

To retrieve key information from the text
'The Cadbury Brothers' in order to answer
questions.

The pupil's work was based on the
'Cadbury Brothers' (Rigby Navigator/Pearson)
pages 12 - 13. Permission is being sought to
reproduce the extracts as part of this material.

Monday, 27th April, 2015

S.O: Can I respond as a text to answer questions? ✓ (I)

✓ (I) you have understood the text very well. Ben. These are good answers.

The Cadbury Cadbury brothers

1. What do you think were the benefits of working for the Cadbury family?

I think the benefits of working for the Cadbury family were reasonable pay, good holidays and ~~and~~ building more houses for their workers. ✓

2. Why was the factory built near a canal, road and railway line?

The factory was built by a canal, road and railway line because ~~easier~~ it was easier to get to the factory and transport to chocolate. ✓ Accurate!

3. Why did George Cadbury move workers to live near the factory?

George Cadbury moved ~~workers~~ workers to live near the factory because the factory was built in the countryside and so it would be better for the workers health. ✓

4. Why do you think the Cadbury brothers felt that it was a problem that people were making a profit by selling their houses?

It was ~~that~~ a problem that people were making a profit by selling their houses because ~~they~~ the brothers ~~wanted~~ wanted the houses to be ✓

sold at cost price ✓

Would you have liked to work for the Cadbury brothers? Why?

I would liked to have worked for the Cadbury brothers because George and Richard are nice and very kind to their workers.

How?

How did you read the text to answer these questions?

✓ I read ~~it~~ by the text by scanning it for the ~~im~~ information to answer these questions.

You did successfully scan the text Ben.

Balanced argument checklist

- I can use an introduction. ☒
- I can give for and against arguments. ☒
- I can use connectives ☒
- In support of this... Furthermore... However... Despite...
- I can conclude and give my view. ☒

Powerpoint tools checklist

- I can create a new presentation. ☒
- I can add images to support text. ☒
- I can use picture tools to create effects. ☒
- Format... Recolour... Washout... Send to back...
- To improve further I will...

put ~~but~~ WOW words inside. I am pleased with your 'wow' words that you have included!

✓ (E) This is a well organised balanced argument Ben. I particularly like the introduction you have written, as well as the logical connectives you have used.

💡 Next time, try to include more 'for' and 'against' arguments.

Tuesday 14th April 2015

PPA-CH

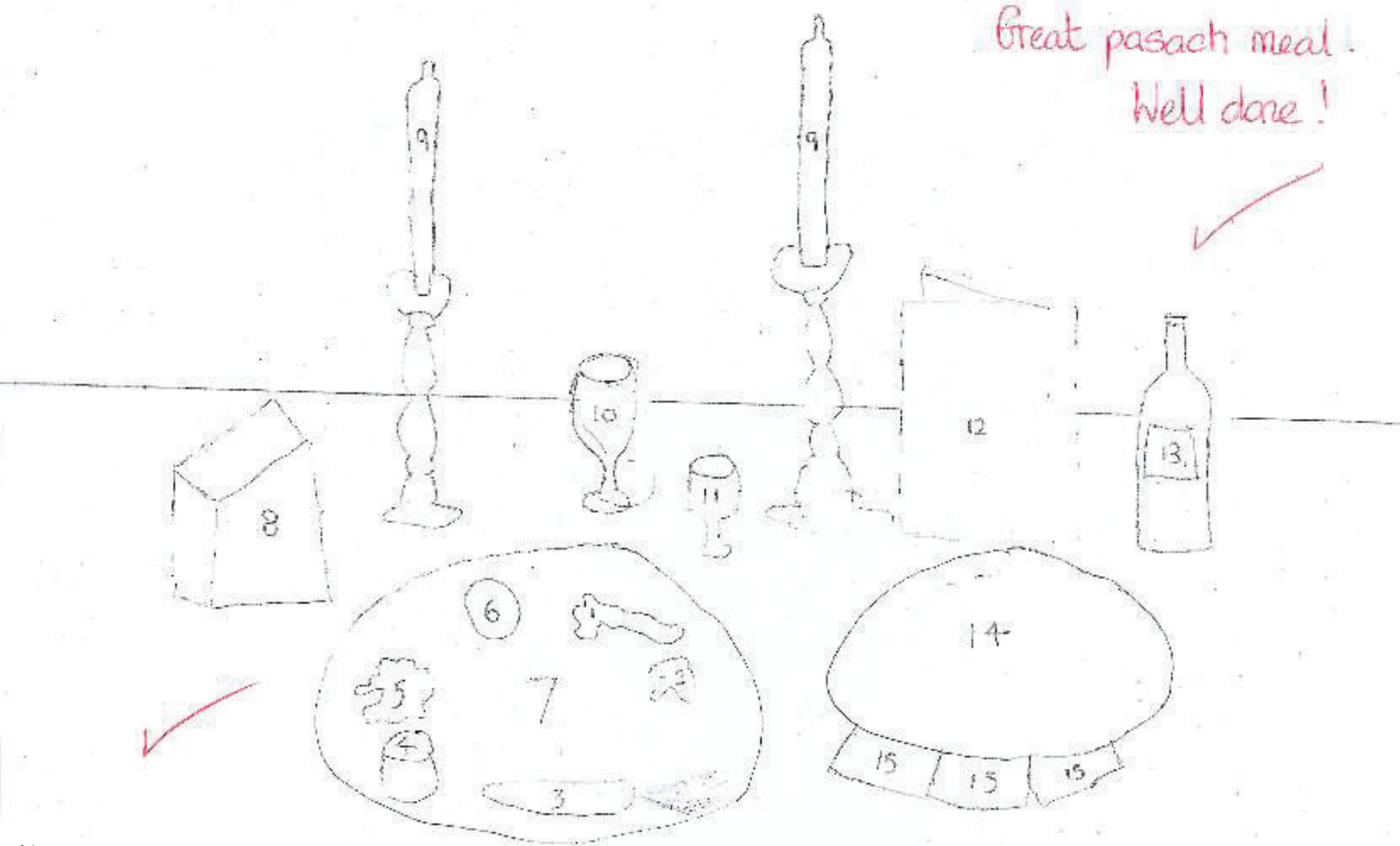
Però

Q. or: Can I draw and label the Passover meal called 'Pesach' person

1. bone - symbolize the blood of the lamb.
2. Charoset - sweet mixture symbolize mortar of Israelites.
3. Maror - bitter herbs symbolize bitterness Israelites people felt.
4. Salt water - symbolize Israelite people's tears.
5. Karpas - parsley dipped in water symbolize new growth.
6. baked egg - symbolize new life.
7. seder plate - shows symbols of 10 plagues.
8. box Matzos - unleavened bread symbolize the speed Israelites left.
9. candles sticks - Mother lights at start of meal.
10. Elijah's cup - symbolize freedom.
11. Glass wine - symbolize family.
12. Haggadah - Passover story.
13. Bottle wine - Kosher wine.
14. Matzos cover - placed over 3 pieces of Matzos bread.
15. Matzos bread - unleavened bread symbolize the speed the Israelites left.

Great Ben. Well done!

Great pasach meal.
Well done!



Thursday, 23rd April

(CH)

Q.5: Can I write about the patron St's of the UK and Ireland and their celebrations? ✓(S)

Wales, St David, 1 March

St David believed in God and went around north Wales and ~~sent~~ East of Wales to tell everyone about God. To celebrate St David's Day everyone in Wales eat Welsh cakes

England, St George, 23rd April

St George had a girlfriend and a fearless dragon wanted to kill ^{her} St George's girlfriend so St George fought the dragon to save people and love of ~~his~~ life. He used a ~~spear~~ ^{spear} to kill the dragon but when George stabbed the ~~spear~~ to the dragon the ~~spear~~ broke into thousands of tiny pieces. He fell off his horse and fell into a ~~orange~~ ^{orange} tree a po one so the fire breathing dragon went near the tree and got poisoned and died. To celebrate St George's Day all the people in England eat sweet Biscuits ^{biscuits} the red means the fire of the dragon and the white means the fearless St. George. ✓

The orange tree saved St George by shielding him from the dragon so that he could attack the dragon and slay him.

Scotland, St Andrew, 30th November

St Andrew had a ~~fern~~ ^{fish} and fished his people with it because the Vikings was going to kill his people

and then he saved all his people from the vikings.
So they celebrate St Andrew's ~~day~~ with haggis, ^{sweet} ~~sweet~~
photomash with whiskey. ✓

Ireland, St patrick, 17th March

St patrick was born in Wales and got sent to Ireland
to kill all the demons and tell everyone about
Jesus. People celebrate St patrick's day with guinness
and potato cakes. ✓ What were the demons? ^{snakes} ✓

Well done Ben.

Clear facts about the St's.

Thursday, 30th April, 2015

L.O: Can I discuss what I can learn about the
Great outdoors?

What Can I learn

- How fast can a cargo
- How fast can flowers grow
- How many mountains are there

Da Ben

EB supply

How and where

• In

Please finish!

Reading Example 4

(Reading response to non literary text)

Read 'Running with Dinosaurs'. Ben was asked to extract information from the article to form follow up writing task. He progressed on to using the internet to research and find facts about a dinosaur of his choice.

Worked well to make meaning with tricky new words. Took information from different parts of the article to form follow up writing. Inferred and deduced.

Q: Can I retrieve facts about dinosaurs?

A palaeontologist is an expert who studies dinosaurs, comparing how they move to modern day animals. ✓

The stegosaurus would go up on to its back legs to reach vegetation for food. ✓

There are two groups of dinosaurs which are called ^{quadrupedal} quadrupeds and bipeds. ✓

Quadrupeds are dinosaurs that walked on four legs. ✓

Bipeds are dinosaurs that walked on two legs. ✓

Some palaeontologists think that the T Rex could run at the speed of 32 kilometres per hour. ✓

Bipedal dinosaur	Quadrupedal dinosaur
T Rex ✓	Ankylosaurus ✓
Megaraptor ✓	Triceratops ✓



Can you research about a megaraptor and record 3 facts? ✓ good.

1. Megaraptor means 'huge robber'. ✓ Interesting!
2. It was 6-8 metres long and roughly 2 metres tall at the hips. ✓
3. The second toe on each foot had a 35 cm sickle-like claw but the others were all smaller. ✓

The pupil's work was based on 'Running with Dinosaurs' (Rigby Navigator/Pearson) pages 10 - 11. Permission is being sought to reproduce the extracts as part of this material.

Tuesday, 5th May, 2015 PPA-CH (1)

Q: Can I write about hannukkah? ✓✓

This is a festival that lasts for eight days. It celebrates the Jewish battle against the Greeks as practices their religion freely.

To celebrate they lit a lamp which lasted for eight days instead of one. The festival takes place in the month of December. They light a candle each each night in a special candle holder called a Menorah. Children play with a spinning top called a dreidel. Families eat special potato cakes, cakes called latkes and other food to remind them of the importance of the oil. Presents are also given at this time.



dreidel ✓



Menorah ✓

Great work.

Go and make a dreidel!

Thursday, 12th May, 2015

So: Can I design a Kosher food stamp and menu?

✓(I)



What a great Kosher stamp.
This would clearly show the product
was Kosher.
Well done!!!



My Kosher Menu.

Starter

for the starter, spaghetti and ketchup mixed up and served with potato cakes. ✓

Main

The Main, Pesach which is bone, charoset served with Maror, salt water, Karpas, baked egg, Battle wine, 3 pieces of Matzos and glass wine. ✓

Puddings

Puddings is a fruit salad and water for drink. ✓

Remember the things on the pasach plate symbols of the passover. Not all are suitable to eat!

Oracy Example 1

Give a 3 minute talk to peers on a topic of his choice and follow with a question and answer session. Ben talked about his interest of dinosaurs. A Powerpoint presentation was created by Ben to support his talk.



Spinosaurus



T-Rex

There is a small dinosaur which is called T-Rex.
A T-Rex was a large dinosaur which was about 12m long.
The T-Rex was a carnivore and it ate other dinosaurs.
A T-Rex was a bipedal dinosaur and it walked on its hind legs.
A T-Rex was a very powerful dinosaur and it was one of the largest dinosaurs.



Spinosaurus

A Spinosaurus was a large dinosaur.
It was a bipedal dinosaur and it walked on its hind legs.
A Spinosaurus was a carnivore and it ate other dinosaurs.
A Spinosaurus was a very powerful dinosaur and it was one of the largest dinosaurs.



Megaraptor

Megaraptor was a large dinosaur.
It was a bipedal dinosaur and it walked on its hind legs.
A Megaraptor was a carnivore and it ate other dinosaurs.
A Megaraptor was a very powerful dinosaur and it was one of the largest dinosaurs.

Level 4: 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 4. The commentary should enable the reader to see why the learner profile has been given a best-fit level 4.

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 4

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 talked with confidence although he was quiet in parts of his presentation. He conveyed his opinions clearly, gave reasons, and was able to suggest changes which would improve his talk. He listened well to others' questions and responded well, giving his reasons, but he needs to be encouraged to develop reasons to support his ideas in order to achieve level 5 (make contributions that take account of others' views).	Topic Book 2	pp 48-50
Talk is adapted to the purpose: developing and organising ideas. There is varied use of vocabulary and appropriate level of detail (L3). Talk lacked confidence and character portrayal.	English Book 1	pp 58-60
The pupil talked and listened with confidence. He developed and organised his ideas thoughtfully, conveying his opinions clearly, including reasons occasionally. In discussion, he listened carefully, making contributions. He used some of the features of standard English vocabulary and grammar. He would need to use standard English more formally to access L5.	Topic Book 2	pp 26-29

AT2 READING:

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

The pupil shows understanding of ideas, themes, events and characters to make sensible predictions and to infer, for example in stating ' <i>I think the boy will ask the lady to help him.....and give her the ring.</i> '. The pupil can refer to the text when explaining his views, shown in his selection of a suitable quotation in order to do this.	English Book 1	pp 75-77
The pupil is able to show understanding of significant ideas, themes and events, for example in identifying the benefits of working for the Cadbury family and explaining why	Topic Book 2	pp 30-34

workers were moved to live nearer to the factory. He is beginning to use inference and deduction, for example in explaining that the brothers didn't just build houses but also hospitals and schools. He is able to give his views but does not always refer to the text in order to do this.		
The pupil shows good understanding of significant ideas, themes, events and characters, for example in identifying the key characters and explaining what is known about them, and in explaining how the camera is used to emphasise important aspects of the setting. He is also able to summarise the overall point of view of the film in his summary of the moral of the story: <i>'the morals are don't give up and help each other.'</i>	English Book 1	pp 85-90
The pupil is able to use specific technical language to explain <i>'A t Rex is a bipedal, he walks on two legs.'</i> He is able to deduce that we are bipeds as we walk on two legs. He writes a summary of key points from the text using appropriate language. He is able to locate information using a variety of websites, for example in researching about a megaraptor.	Topic Book 2	pp 41-44
AT3 WRITING: Writing evidence should include literary and non-literary evidence.		
The pupil's ideas are sustained and developed. Vocabulary choices are often adventurous and words are sometimes used for effect, for example, <i>'timidly'</i> , <i>'crimson'</i> , <i>'rapidly'</i> and <i>'My heart was thumping nervously.'</i> Full stops, capital letters and commas are mostly used accurately. Speech marks are not quite consistent. Handwriting is clear and legible. Simple and complex sentences are organised into paragraphs (L5) but there is an over-use of 'and' as the connective is frequently repeated.	English Book 1	pp 16-21
The pupil's writing is organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given, for example <i>'in conclusion I am for Fairtrade products to be sold in supermarkets because the farmers need transport, food, water, clothes, school funds, houses, money and fuel.'</i>	English Book 1	pp 81-84

Presentation is adapted to the task. All features of a balanced argument are included but writing needs to be sustained further to achieve L5.		
Writing is organised into paragraphs. Vocabulary choices are often adventurous and words are sometimes used for effect, for example <i>'excitement'</i> , <i>'repulsive'</i> , <i>'obese'</i> , <i>'shelling'</i> , <i>'anticipation'</i> . Spelling conforms to regular patterns and is generally accurate. Handwriting is clear and legible. The writing demonstrates L4 although the tense changes in places. More varied sentence starters are needed in order to demonstrate L5.	English Book 1	p 61
Ideas are sustained and organised appropriately. Words are sometimes used for effect. The pupil is beginning to extend meaning and use different sentence structures, for example <i>'Hanging down from the ceiling...'</i> , <i>'Bravely, I stepped closer'</i> and <i>'Slowly, we walked to the packed, moonless kitchen'</i> . Writing is organised into paragraphs. Full stops and capital letters are used accurately and inverted commas are beginning to be used. Handwriting is clear and legible. The pupil has accurately used commas and a colon. Demonstration of L5 would need to include use of a wider range of punctuation and extending meaning using different sentence structures.	English Book 1	pp 27-33

Best-fit level: Summary

ORACY: There is evidence of the learner talking and listening with confidence in a range of contexts, for example a presentation hot spot on dinosaurs, debate and interview. Also, there is evidence in debate of opinions conveyed clearly and including reasons. Talk is adapted to the purpose for all oracy tasks, with evidence shown in all levels. Best fit Level 4.

READING: The learner responds to a range of texts. He shows understanding of ideas and characters. He uses inference and deduction and refers to text, explaining his views. He locates information on a topic from more than one source, for example in his dinosaur work and that on the Cadbury brothers. Best fit Level 4.

WRITING: There is evidence of all levels in writing through the range of tasks shown. Spelling, punctuation and paragraphing are accurate. Opinions and ideas are sustained and developing in interesting ways. Best-fit Level 4, with some evidence of aspects of Level 5 writing.

OVERALL LEVEL: The best-fit level for English is Level 4. Although there are aspects of work at Level 5, the level which fits each attainment target best is a 4, making the overall judgement a Level 4.