

ENGLISH: WRITING: P8 PROFORMA

School:

DOB (Month & Year) 31/10/01 NC Year 2

Context/Setting/Class: (Circle and/or add further details)

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class TeacherType of Support: None

Prompts: - physical / gesture / verbal / visual / Modelling / demonstration / scaffolding

Resources: - word bank / symbols / key words / equipment / apparatus

Context of lesson/task/activity

Whole class independent news writing task during registration.

Observation and Comment

Writes from l to r.

Writes simple familiar words - my, had

Attempts to read back.

Writes own name.

Correct initial letter of word - b for brother

Beginning to use letter sound knowledge to write ^p for party.

Performance Criteria in familiar words.

P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.

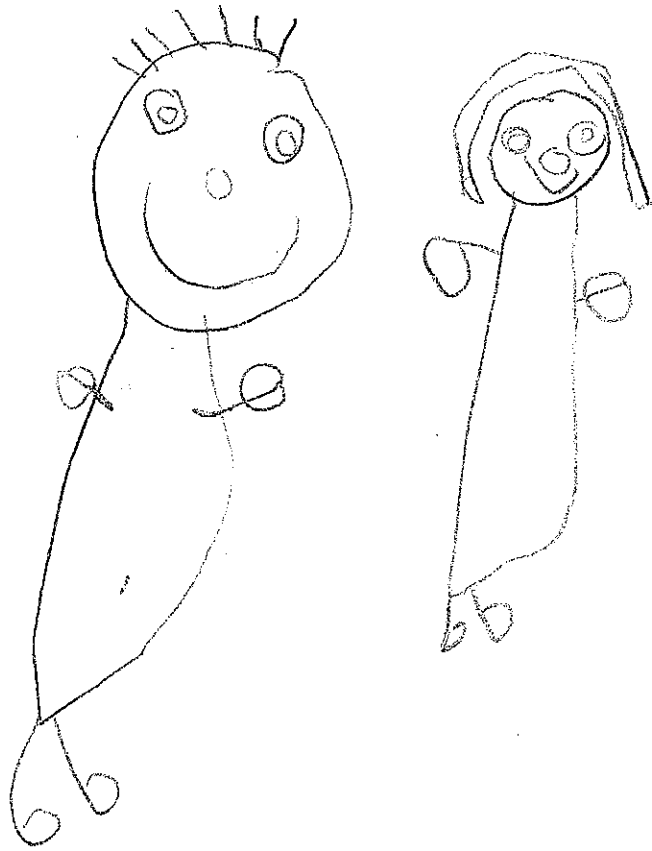
P8 Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going to left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols.

1C Pupils produce letters and words or symbols to convey meaning. Commonly used letters are correctly formed but may be inconsistent in their size and orientation.

Initial Assessment	P8	Date agreed: 1/6/09
Within School Moderation	P8	Date agreed: 4/6/09
Inter School Moderation		Date agreed:
LA Moderation	P8	Date agreed: 26/6/09

zashov

my brud had partyd.



My brother had a party.

ENGLISH: WRITING: P8 PROFORMA

School:

DOB (Month & Year) April 02 NC Year 2

Context/Setting/Class: (Circle and/or add further details)

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

Type of Support:

Prompts: - physical / gesture / verbal / visual / Modelling / demonstration / scaffolding
Resources: - word bank / symbols / key words / equipment / apparatus

Context of lesson/task/activity

KS1 SATS. longer task. Nighttime.
Has previously had access to books
and ICT resources about nocturnal
animals. EAL but has had translation
of information + understood key facts

Observation and Comment

During the task K was working
in a small group with TA He
wrote confidently.

Performance Criteria

P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.

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Initial Assessment	P8	Date agreed: 20.5.09
Within School Moderation	P8	Date agreed: 10.6.09.
Inter School Moderation		Date agreed:
LA Moderation	P8	Date agreed: 26.6.09

20.7.09

K. Lepe A

looks like

dog.

~~the fox~~ Luc Layc a to Q.

hi got ^{sharp} ^{teeth} tie wis lie in a tri
 the onr beybs higg go Big lyac ^{eyes}

a ~~man~~ ~~at~~ ~~to~~ ~~days~~ ana higg got

son ~~in~~ ~~his~~ ~~bot~~ ~~to~~ ~~leg~~ ~~hiss~~ ~~kan~~

flay And hi qerta fuvub wa his

leg h. it a frag and naws

~~about~~ it ~~ap~~ ~~of~~ a tri And dey

kan flay bey now Went

bey in bet And dey Lie in a

deyf

came

ENGLISH: WRITING: P8 PROFORMA

School:

DOB (Month & Year) 10/01

NC Year 2

Context/Setting/Class: (Circle and/or add further details)

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

Type of Support:

Prompts: – physical / gesture / verbal / visual / Modelling / demonstration / scaffoldingResources: word bank / symbols / key words / equipment / apparatus

Context of lesson/task/activity

Shared reading of the story 'Amphibby Anne'. Carried out lots of drama and role-play around the story. Ordered pictures on a washing line and talked about the events. Went through key words on the word bank given to the children to complete this task.

Observation and Comment

Teacher modelled where the picture and the writing went for the first part then Aneesa could complete the rest on her own. She did need prompting to move onto each section when she had completed one but knew what to do when she got onto to it. Aneesa could read her work back to the teacher and it did relate to the events in the story. She knew that the sentence she was going to write had to go with the picture she had drawn in the box above. She knew her writing has to go from left to right and she has good pencil control.

Performance Criteria

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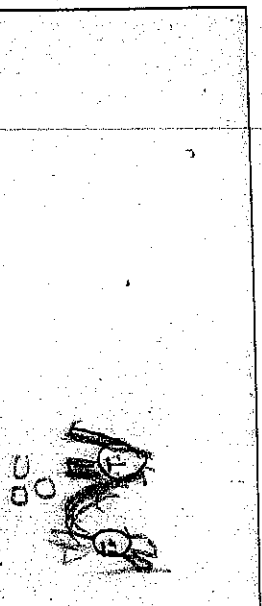
1C Pupils produce letters and words or symbols to convey meaning. Commonly used letters are correctly formed but may be inconsistent in their size and orientation.

Initial Assessment	P8	Date agreed: June 09
Within School Moderation	P8	Date agreed: June 09
Inter School Moderation	P8	Date agreed: 26 June 09
LA Moderation	P8	Date agreed: 26 June 09

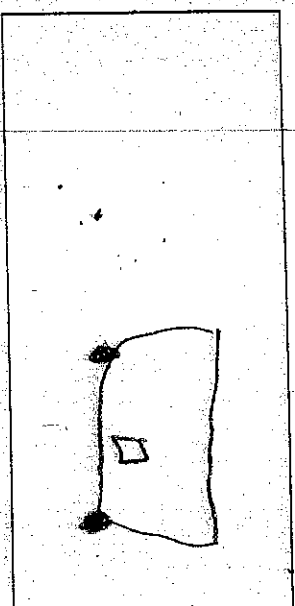
Name: Anneas

Date: 6.3.09

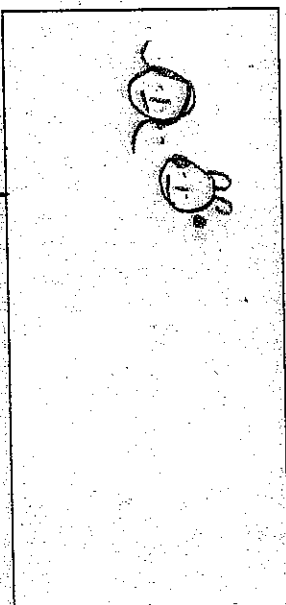
Amphibby Anne



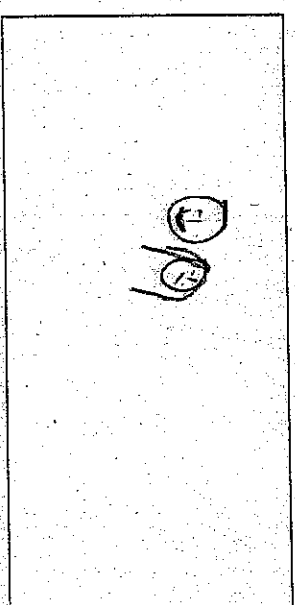
Harry went fishing he was happy.
had wet it fish new wafly.



He ran away from w.
had a wafly.
sn eol binn
she followed him



He caught a girl
neg glir a girl



sn win the wot
she was in the water.

he kissed princess
he ces n the p res
sn tiol e a frog.
she turned into a frog.

Excellent try! (C) (I)