

Proficiency Code C Writing Profile



Spring Term 2017


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Profile materials

Primary

Secondary

Writing Profile of Proficiency Code C – Stage 5

Writing	Learning behaviour
<ul style="list-style-type: none"> Issues with using articles (a, the) Issues with using tenses <p><i>she climb(s) she sit(s) her</i></p> <ul style="list-style-type: none"> Lacks description and use of adverbs and adjectives <p><i>the bird</i></p> <p>'the bird'</p> <ul style="list-style-type: none"> Can use any connective to join two sentences to create a compound sentence. <p><i>She was at the bottom and she bounced up</i></p> <ul style="list-style-type: none"> Contains some incorrect use of verbs <p><i>She came home she went to her bed and rest</i></p> <ul style="list-style-type: none"> Some use of punctuation marks to demarcate sentences <p><i>she left the dirty bin she came home she went to her bed and rest</i></p> <ul style="list-style-type: none"> Some speech like sentences/phrases may occur <p><i>We now they are at the mountain to play jumping</i></p>	<ul style="list-style-type: none"> Pupil doesn't usually ask for help, demonstrating transfer of new learning independently Sometimes can identify mistakes but can't always self-correct without support <p><i>she sit(s) her and she said you I play with you in candy land your sister what will we stay on the castle castle was a castle with a tower</i></p> <p><i>she run to her and said can I play with you in candy land you what will we play on the bouncy castle wait a minute</i></p> <ul style="list-style-type: none"> Can respond to marking <p><i>Can you create a 3 sentence?</i> <i>The unicorn blue sky sky</i></p> <ul style="list-style-type: none"> Can complete self-assessment  <ul style="list-style-type: none"> Will attempt to use adventurous words <p><i>incredible</i></p>
Word level	Phonics
<ul style="list-style-type: none"> Needs more assistance with knowledge of subject specific vocab in science, history, geography Confusion over homophonic alternate spellings, zero/zero <p><i>some</i></p>	<ul style="list-style-type: none"> Phonetic errors with alternate spelling patterns used, e.g. castle, know, Stacy Some spelling patterns mixed up <p><i>casile, how, space</i> <i>beciaste, awasy</i></p>

*Samples of work are given from a Year 4 pupil

Secondary Writing Profile of Proficiency Code C – Stage 5

Writing	Learning behaviour
<ul style="list-style-type: none"> Issues with using articles (a, the) Issues with using tenses appropriately Lacks description and use of adverbs and adjectives Can use any connective to join two sentences to create a compound sentence. Some use of punctuation marks to good effect <p><i>there is a simple sentence, it makes</i></p> <p><i>should have check the weather</i></p> <p><i>There was a bike that was stuck in a tree I really didn't believe it.</i></p> <p><i>The man ran to the house and knocked on the door.</i></p> <p><i>there is a simple sentence, it makes the reader question why was there clothes on the side of the train tracks, this is dangerous because it makes the reader question why was there clothes on the side of the train tracks.</i></p>	<ul style="list-style-type: none"> Pupil doesn't usually ask for help, can see elements of independence coming through Sometimes can identify mistakes but can't always self-correct without support Can respond to marking Will attempt to use adventurous words <p><i>The prince speak was about the capulet and Montague's relationship and how they speak to each other they are there to help each other, distributing the people in Verona.</i></p> <p><i>personification</i> <i>personification</i></p>
Word level/phonics	
<ul style="list-style-type: none"> Needs more assistance with knowledge of subject specific vocab in science, history, geography Confusion over homophonic alternate spellings, their/there, weather/whether Inconsistency with use of plural 's' and possessive apostrophe Phonetic errors with alternate spelling patterns used, e.g. sentence, myth <p><i>the weather</i></p> <p><i>The prince's words The prince speak Montague's and Capulet's</i></p> <p><i>sentence, myth</i></p>	

*Samples of work are given from a Year 11 pupil

EAL Assessment Profile

Access to Education Birmingham EAL ASSESSMENT PROFILE (KS1 and KS2)		Name:	DOB:	School(s):
Canoe Code	ECI Stage	LISTENING AND UNDERSTANDING	SPEAKING	
E Within 2-7 years	Stage 8	<ul style="list-style-type: none"> - Understanding is in line with peers of the same age and ability - Pupils have the range of listening skills necessary to participate fully with National Curriculum 	<ul style="list-style-type: none"> - Use of spoken language is in line with peers of the same age and ability - Speaks confidently, fluently and accurately in order to participate fully in the national curriculum 	
D	Stage 7	<ul style="list-style-type: none"> - Shows understanding of the detail of curriculum topics with limited visuals - Understands some idioms and phrasal verbs (e.g. come up with, give in) - Can follow reasoning, discussion and argument - Learners appear confident, independent and fully engaged with speaking and listening activities 	<ul style="list-style-type: none"> - Uses the passive voice (e.g. the salaries added to the list table) - Communicates meaning, including more complex ideas and concepts with accuracy - Beginning to use structures to express higher order thinking: expresses prediction, probability and hypothesis (e.g. might, may, could/would be) - Monitors response from listeners and modifies own response 	
C	Stage 6	<ul style="list-style-type: none"> - Active learner in group tasks including asking questions for clarification - Follows the gist of and some detail of teacher talk on a new topic with limited visual support - Listens and responds appropriately to others' points of view - Organises spoken information when using diagrams, graphs, tables, etc. 	<ul style="list-style-type: none"> - Uses relative clauses (e.g. I saw the teacher who spoke in assembly) - Beginning to use other tenses, past continuous, future and conditional (e.g. I was playing, I will go, I would like), but with some inaccuracies - Use plurals, articles, pronouns and prepositions with increasing accuracy - Can contribute to whole class discussion on familiar topics (e.g. giving group feedback, giving opinions, respecting turn taking rights of others) 	
C	Stage 5	<ul style="list-style-type: none"> - Begins to differentiate between past, present and future tenses. - Begins to engage with how and why questions. - Understands a wide range of conversational and subject-specific vocabulary - To understand inference when listening to someone speak or within a text 	<ul style="list-style-type: none"> - Communicates meaning using some extended/more complex sentences with increasing accuracy, using a range of conjunctions - Uses present simple and continuous tenses appropriately and accurately (e.g. I walk, he walked, they are walking) - Uses a wide range of conversational and subject-specific vocabulary - Speaks about matters of interest to a range of listeners, which may include a small group, for a short amount of time 	
D Within 2 years	Stage 4	<ul style="list-style-type: none"> - Understands some teacher questions with visual support on familiar topics - Jests the speaker to repeat or add detail to clarify or expand their understanding - Usually copes with a wide range of verbal input from a variety of sources - Listens for detail using key words to extract some specific information 	<ul style="list-style-type: none"> - Responds to a wider range of question types with scaffolding (Why? Because?) - Uses past simple tense, regular verb (e.g. I played, I learned) and common irregular verbs (I went, I did, I had, I got) appropriately, although with some inaccuracies - Understands and uses a wide range of conversational vocabulary and an increasing range of subject-specific vocabulary - Expresses opinions and wishes independently (e.g. I like maths) 	
D	Stage 3	<ul style="list-style-type: none"> - Can indicate when they need to hear something again within a supportive situation - Listens attentively during lessons and will attempt to make limited responses (e.g. one word contributions) - Follows a short sequence of instructions applied in a wider range of circumstances - Understands functions of the connectives - Actively collects and learns new subject-specific vocabulary 	<ul style="list-style-type: none"> - Beginning to form simple 'wh' questions, e.g. what and where - Evidence of over-generalised grammatical rules, e.g. 'I goed, she drive' - Beginning to use plurals, articles, pronouns and prepositions, although with some inaccuracies - Initiates and participates in exchanges with peers, may be reluctant to speak with adults 	
A	Stage 2	<ul style="list-style-type: none"> - Responds to yes/no and either/or questions - Takes part in simple social conversations during familiar routines and concrete tasks - Follows short sequence of instructions - Listens attentively for short amounts of time - Uses dictionary independently to support understanding of unknown vocabulary 	<ul style="list-style-type: none"> - Pronunciation is unclear due to speaker lacking confidence to pronounce multi-syllabic words. - Participates in very basic formulaic spoken exchanges - Begins to use simple vocabulary, including familiar classroom objects to communicate basic needs through single word utterances and short phrases 	
A	Stage 1	<ul style="list-style-type: none"> - Understands home language - Watches and joins in routines and activities - Follows instructions relying on key words and gestures 	<ul style="list-style-type: none"> - May not communicate orally (silent period) - Expresses needs using a language other than English - Uses non-verbal gestures to respond to greetings and basic questions 	
		LISTENING AND UNDERSTANDING	SPEAKING	

Writing

- Issues with using prepositions correctly

- Issues with using articles (a, the)
~~the pile of clothes~~. At the first sentence
there is a simple sentence, ~~it makes~~

Writing

- Issues with using tenses appropriately

Primary

- Issues with using tenses

She climb~~d~~ She ^{ran} to her

Secondary

- Issues with using tenses appropriately

should have check the wheather.

Should have check the wheather

Writing

- Lacks description and use of adverbs/adjectives

Primary


- Lacks description and use of adverbs and adjectives

A photograph of a child's handwriting on lined paper. The words "the bird" are written in blue ink. The word "the" is written in a cursive style, and "bird" is written in a simple, blocky style. The text is underlined.

'the bird'

Secondary

- Lacks description and use of adverbs and adjectives

A photograph of a child's handwriting on lined paper. The text reads "There was a bike that was stuck in a tree I really didn't believe it,". The handwriting is somewhat messy and lacks descriptive detail. The word "believe" is underlined.

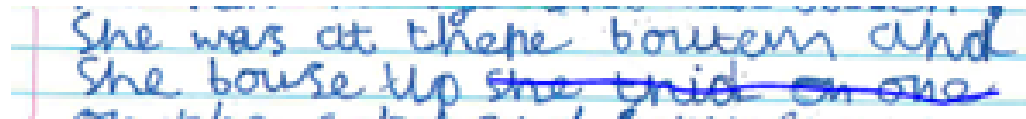
The was a bike that was stuck in a tree I really didn't believe it,...

Writing

- Can use conjunctions to join and extend to create compound sentences

Primary

- Can use any connective to join two sentences to create a compound sentence.



She was at the bottom and
she bounced up ~~she tried on one~~

She was at the bottom and she bounced up

Secondary

- Can use any connective to join two sentences to create a compound sentence.



The man ran to the house and knocked
on the door.

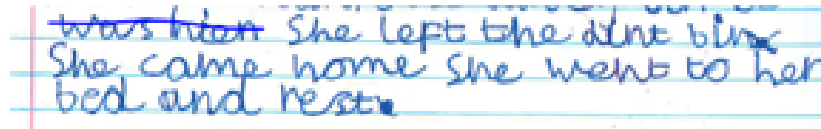
The man ran to the house and knocked on the door.

Writing

- Some use of punctuation marks to demarcate sentences

Primary

- Some use of punctuation marks to demarcate sentences

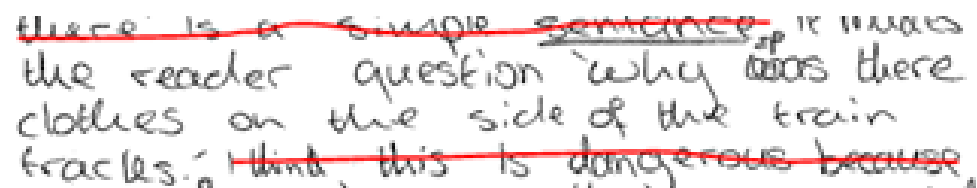


~~was here~~ She left the dirty bin.
She came home she went to her
bed and rest.

She left the dirty bin. She came home she went to her bed and rest.

Secondary

- Some use of punctuation marks to good effect



~~there is a simple sentence~~ it makes
the reader question 'why was there
clothes on the side of the train
tracks.' ~~I think this is dangerous because~~

It makes the reader question 'why was there clothes on the side of the train tracks.'

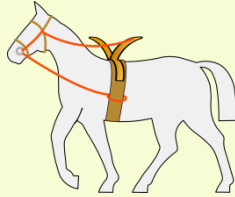
Learning Behaviour

- Increased independence – less likely to ask for help
- Can **sometimes** identify mistakes and attempt to correct them
- Can respond to marking
- Can complete self assessment
- Will attempt to use adventurous words, but in isolation and not always in context

Word/Phonics Level

Subject specific vocabulary

- Visuals



- Model verbally in sentence form



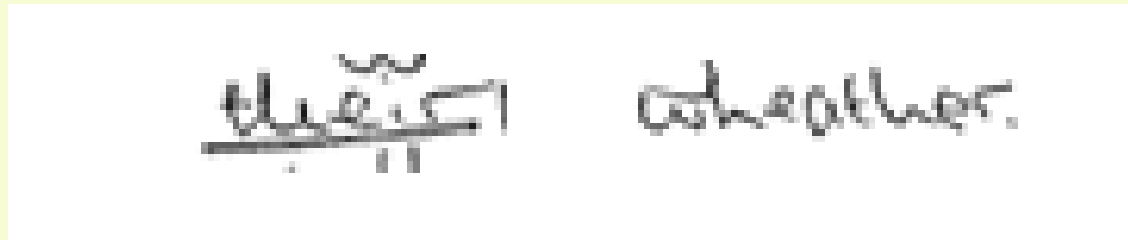
- Model in the written form



- Provide opportunities for pupils to use orally and in the written form

Word level/Phonics

- Confusion over homophone alternate spellings



Word level/Phonics

- Phonetic errors with alternate spelling patterns



sentence, mother

The image shows the words "sentence" and "mother" written in a cursive, handwritten style. Above each letter in both words, there are small vertical tick marks, likely indicating the starting point for a stroke or a specific phonetic feature. The words are written on a white background.



casile, how, space

The image shows three words written in a cursive, handwritten style on lined paper. The words are "casile", "how", and "space". Each word is written on a set of three horizontal lines (top, middle, bottom). The words are written in blue ink.

How could you use these materials?

- Guidance for staff when making judgements
- Moderating exercise within your school to ensure consistency

Creating a exemplar bank of writing profiles for schools

Help and support would be appreciated by schools to provide writing examples from pupils assessed as Code C, (EAL Stage 5) and above to add to today's materials .

Please email to:
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Thank you for listening