

Mark Scheme

The 11+ Creative Writing Paper is not included in all 11+ examination papers and is not a requirement set by all grammar schools. When it is included as part of the 11+ examinations, the way in which the paper is marked can differ between examination boards and consortiums.

The mark scheme provided here suggests ideas for tutors to use when marking the work completed by students on the 11+ Creative Writing Baseline Assessment Papers. Tutors can use these ideas as an initial starting point but should also refer to guidance set by the examination board that is relevant to each of their 11+ students' chosen grammar school(s).

Key Writing Area	Required Skills
Meeting the required purpose of the task	Write in the required style, i.e. written a description instead of a story or written a journalistic piece
	Use paragraphs to structure the work and create impact
	Use all five senses within the descriptive language utilised
	Use a captivating opening sentence
	Ensure there is a clear ending
Using appropriate and engaging language	Write with a wide range of interesting vocabulary, using a range of verbs, adverbs and adjectives
	Keep verbs in the correct tense throughout
	Include metaphors and similes where appropriate
	Use language to create a successful tone, atmosphere and mood
Using a sophisticated writing style	Use a good mixture of simple, compound and complex sentences
	Vary the opening words in sentences and paragraphs (e.g. avoid the use of "I" to start each new sentence)
	Create characters (when appropriate) that are consistent throughout
Correctly applying spelling, grammar and punctuation rules	Ensure all words are spelt correctly
	Use a range of different punctuations
	Ensure that all sentences make sense and that there is flow from one sentence to the next

Key Stage Writing Mark Scheme

**Suzanne Horton, Louise Beattie, Sharon
Lannie**



Key Stage Writing Mark Scheme:

The Writing Book Zoë Paramour, Timothy Paramour, 2023-06-08 Everything you need to teach writing in the primary classroom The Writing Book helps you to break down the mysteries of written English into comprehensible steps that will get your students writing with confidence and flair Written in Zo and Timothy Paramour's funny frank and reassuring style this follow up to The Grammar Book gives teachers clear and systematic guidance about how to develop children's written English It covers vocabulary register word order and text layout as well as sentence structure length and syntax It explores the features of different genres the ways we can play with language and the reader's expectations to make writing more engaging The Writing Book gives teachers a clear and consistent language they can use with their students to offer meaningful feedback especially when children's writing lacks flair and energy Written by teachers for teachers it provides tips tricks and adaptable resources to make teachers' lives easier This book makes it easy for teachers to identify everything their students need to know to become confident competent writers

Dataproof Your School Richard Selfridge, James Pembroke, 2022-01-12 Your how to accessible guide on how to use data to support your students and your school

Lessons in Teaching Grammar in Primary Schools Suzanne Horton, Branwen Bingle, 2014-04-15 Lesson planning in line with the new Primary National Curriculum Outstanding grammar lessons are not about teaching children the mechanics of grammar but fostering a curiosity about language words and clauses when explored within a meaningful context This book offers practical ideas and lesson plans to help you plan and teach lessons that motivate engage and inspire pupils to use grammar accurately and creatively to produce writing that is fluid cohesive and purposeful It will also help you to teach grammar confidently and effectively by addressing your own grammar questions and providing essential subject knowledge The lesson ideas have all been tried and tested in the classroom and you can adapt the lessons to teach other aspects of grammar or change the focus of the learning objective to reflect the needs of your classroom Did you know that this book is part of the Lessons in Teaching series

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Learning to Teach RE in the Secondary School Anne-Marie

Brandom, Andrew Wright, 2005-08-12 Learning to Teach Religious Education in the Secondary School draws together insights from current educational theory and the best contemporary classroom teaching and learning and suggests tasks activities and further reading designed to enhance the quality of initial school experience for the student teacher It aims to support teachers in developing levels of religious and theological literacy both of individual pupils and the society as a whole Practising teachers and students will appreciate this comprehensive and accessible introduction to the craft of teaching Religious Education in the secondary school **Caminos 2 - Teacher's Book Segunda Edicion** Niobe O'Connor, Amanda

Rainger, 2003-09-16 A school Spanish course for beginners Caminos Segunda Edicion has been fully revised and updated to cover the QCA Scheme of Work for Spanish It is fully differentiated with activities at two levels of difficulty and additional material on differentiated worksheets provides practice in all four skills at two levels of ability Additions to the second edition include a stronger focus on grammar improved and extended ICT offerings and regular and rigorous assessment The course has been improved to include comments from users giving teachers the confidence that their students are provided with all the necessary support Caminos segunda edicion is fully differentiated with activities at two levels of difficulty Additional material on differentiated worksheets provides even more practice in all four skills at two levels of ability **Monitoring,**

Assessment, Recording, Reporting and Accountability Rita Headington, 2013-12-16 Writing primarily for student and newly qualified teachers whose classroom experience is necessarily limited the author takes pains to elucidate why to assess what to assess and how to assess The Early Career Framework Handbook Chartered College of Teaching, 2020-06-27

Teaching is a career long journey of professional learning and development The Chartered College of Teaching are on hand to help you through your career journey This handbook is your guide to and companion for the Early Career Framework ECF It is both useful and thought provoking and includes chapters covering all aspects of the ECF from well known teachers and researchers across the world of education **Classroom Starters and Plenaries** Kate Brown, Kate J. Brown, 2009-08-02

Learning to Teach History in the Secondary School Terry Haydn, Alison Stephen, James Arthur, Martin Hunt, 2012-11-12 In some hands history can be an inspirational and rewarding subject yet in others it can seem dry and of little relevance The aim of this textbook is to enable student teachers to learn to teach history in a way that pupils will find interesting enjoyable and purposeful It incorporates a wide range of ideas about the teaching of history with practical suggestions for classroom practice This is the third edition of a textbook that has established itself as the leading text for student teachers of history It has been thoroughly updated with a revised chapter on the use of ICT in history teaching and major new sections in the areas of inclusion resources assessment and professional development It provides an array of references and materials that give a sound theoretical foundation for the teaching of history including weblinks to further resources A range of tasks enable students to put their learning into practice in the classroom The book also provides reference and access to a wide range of recent and relevant research in the field of history education which will be of use to

student teachers pursuing courses that have a Masters Level component In all it is an invaluable resource for student and beginning history teachers **Camarades** Gwen Berwick,2000 Reading at Greater Depth in Key Stage 2 Suzanne Horton,Louise Beattie,Sharon Lannie,2018-11-20 Expectations in primary English are high particularly in reading There is an emphasis on inference and deduction together with vocabulary development two key elements for preparing pupils to access texts at a higher level At the same time there is also a change in the rhetoric around guided reading with teachers trying different pedagogies in order to fully prepare pupils for the demands of the reading curriculum This book explores the various approaches to developing higher level readers *Improving Writing at KS2 getting it right for the boys and girls* ,2001 *Sat Attack* Jean Kendall,2004-01-12 Help Year 6 Children beat their reading and writing SATs **Supporting Improving Primary Schools** Paul Lincoln,Geoff Southworth,2005-06-27 Drawn from the experience of the Essex Primary School Improvement programme this book shows how primary schools in the county have improved their standards subsequent to OFSTED inspection It explores the role of the LEA in supporting schools and their efforts to improve It also looks at the collaborative relationship that LEAs and schools can form and the implications for school leadership and for students The book also sheds light on issues of consultancy information and data handling and evaluating school improvement English 5-11 David Waugh,Wendy Jolliffe,2016-06-23 English is central to the primary school curriculum and successfully mastering the basics has a significant influence on pupils ability to learn and achieve their future goals Now fully updated English 5 11 provides comprehensive up to date and creative guidance on teaching English in the primary school Each chapter provides the busy teacher with indispensable advice and guidance as well as opportunities to reflect upon current practice in the classroom Key areas covered include language and literacy development grammar punctuation and spelling talk for learning systematic synthetic phonics fiction poetry and non fiction drama and creativity teaching in a multilingual classroom ICT Planning and assessment This third edition reflects changes in government policy and gives greater attention knowledge about language and is closely related to the changing curriculum for primary English The highly experienced authors are former literacy advisors and have frontline teaching school management and teacher training experience This book will be an invaluable resource for all trainee and practising teachers interested in teaching English in an accessible contemporary and dynamic way **The Really Practical Guide to Primary English** Diana Bentley,1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields **Secondary Starters and Plenaries** Kate Brown,2013-11-13 Looking for time saving creative ready to use activities to kick start and round up your lessons Look no further Learning To Teach Science Justin Dillon,2003-09-02 In response to requests by science teachers for guidance on the process of mentoring in schools this text provides an interactive activities based resource It takes into

account the progressive development of skills and competencies for all those involved in the training of science teachers pre service in service and quality control Activities are directly related to classroom and laboratory planning organisation and management and include general question and answer exercises The book covers nine areas of science teacher competence crossed with five levels of progression to give a flexible programme of training Each activity has a commentary for mentors and notes for student teachers and discusses the rationale behind each activity Five activities are written specifically to help mentors review progress at each of the five levels Additionally it can be used by experienced teachers for refreshing their own practice Heads of Science Departments for upgrading science teaching within the departments and those concerned with quality control and certification to recommend activities taken from the book to aid further professional development

Teaching English, Language, and Literacy Dominic Wyse, Russell Jones, 2001 This is a text for students on initial teacher training courses which covers the theory and practice of teaching English language and literacy The book is closely related to the new National Literacy Strategy Cross-Curricular Teaching and Learning in the Secondary School... Humanities Richard Harris, Simon Harrison, Richard McFahn, 2013-03-01 What is the role of the humanities in the modern school Should geography history RE and Citizenship teachers remain faithful to long standing subject cultures and pedagogies Or is there another way to consider how the curriculum and the notion of individual subjects and teachers pedagogy could be constructed Drawing on case studies taken from a range of innovative secondary schools and interrogating the use of cross curricular approaches in UK schools Cross Curricular Teaching and Learning in Humanities constructs a research based pedagogy with practical steps for students and teachers as they consider how cross curricular approaches can be implemented in their own subject areas Key features include Clear theoretical frameworks for cross curricular processes of teaching and learning in the humanities Lively and engaging text that blends key issues with stories of current practice An analysis of the use of assessment enquiry and pupil talk as key components in building a cross curricular approach to the humanities Practical and reflective tasks that enable to reader to apply their reading to day to day practice alongside links to professional standards Summaries of key research linked to suggestions for further reading Professional development activities to promote cross curricular dialogue Part of the Cross Curricular Teaching and Learning in the Secondary School series this timely interdisciplinary textbook is essential reading for all students on Initial Teacher Training courses and practising teachers looking to holistically introduce cross curricular themes and practices in secondary Humanities teaching

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