



Key stage 1 (KS1) English writing teacher assessment moderation: national training 2019/20

Facilitator script and timings

Table activity 1: distinguishing between ‘working towards the expected standard’ and ‘working at the expected standard’

Each delegate will need a copy of the following materials:

- Key stage 1 (KS1) English writing teacher assessment (TA) framework
- KS1 English writing national training – pupil scripts
- KS1 English writing national training – pupil commentaries

Facilitator script:

The overarching focus of today is to strengthen national understanding of the differences between each of the 3 national standards for English writing and to revisit our understanding of specific ‘pupil can’ statements. This has been informed using feedback from last year’s training and the recent moderation cycle.

Throughout the training today, we are going to explore examples and collections of pupils’ work. The pupils’ work used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points. Some pupil scripts are taken from the 2018/19 standardisation exercises, some have been chosen specifically for this training and some are from national exemplification materials.

Exemplification exists to assist teachers when they are using the statutory TA frameworks to make judgements. Exemplification materials illustrate only how the ‘pupil can’ statements in the frameworks might be met. Local authority moderators may find it useful to refer to exemplification materials to support external moderation visits.

The scripts used in this activity will help delegates to distinguish between pupils working ‘towards the expected standard’ and those working ‘at the expected standard’.

Key learning point 1: write simple, coherent narratives about personal experiences and those of others (real or fictional)

Distribute KS1 English writing TA framework.

Facilitator script:

For this first exercise this morning, we are going to start our discussion with a focus on the first 'pupil can' statement for 'working at the expected standard', which states:

'The pupil can, after discussion with the teacher write simple, coherent narratives about personal experiences and those of others (real or fictional).'

Coherence was a key learning point in last year's training and, following the recent moderation cycle, was identified as an area for further discussion to help distinguish between the 2 standards. The move from 'working towards the expected standard' to 'working at the expected standard' is often demonstrated by a pupil's development of ideas and the level of coherence applied.

Let's briefly remind ourselves: what is the definition of coherence and what is the definition of a narrative?

Ask delegates for definitions – with no discussion needed – then read the following statements:

- *'coherence' means the writing is understandable for the reader and that each part of it connects or follows naturally or reasonably*
- *when pupils' writing is read aloud or followed through as a whole, it is important to reflect upon the aspects of coherence used in the entire text rather than identifying them on an individual basis*
- *narrative writing is defined as an account of connected events – real or imagined – which can include stories, poetry, recounts, reports, letters and diaries*

Ask delegates to briefly discuss and review:

- what are considered to be the primary aspects of coherence at KS1?

Allow 3-4 minutes for delegates to discuss in pairs, then bring back together as a group and take responses.

Record these on a flip chart as a point of reference in upcoming activities.

Ensure that the following statement is prepared on an additional flip chart sheet to display after responses have been taken:

'Coherence involves word, sentence and text level features, and is supported by the use of appropriate tense, co-ordinating and subordinating conjunctions and an appropriate level of detail'.

Responses may include:

- the logical sequencing of ideas
- the correct use of present and past tenses, including, where appropriate, the progressive form
- the use of subordination and co-ordination
- the use of expanded noun phrases appropriately for description and using vocabulary for effect
- varied sentence forms for different types of writing/purpose

It is important to stress that pupils do not necessarily need all these features to make a single piece coherent. There may be instances in single pieces where errors are made in relation to coherence, but this should not detract from the pupil's overall judgement of meeting a standard if there is an overall consistency in applying the aspects of coherence within simple narratives. We should remember that when applying national standard criteria, we do not feature spot, but instead look more broadly across a pupil's collection of work to identify how they are applying their skills. It could be easy to identify an instance where a child has made an error, for example a tense slip or misuse of subordination, and this can detract from the overall ability of the pupil, possibly leading to an incorrect standard judgement.

Distribute KS1 English writing national training – pupil scripts.

Refer delegates to KS1 training exercise 1: Pupil A – working towards the expected standard.

We are now going to look back at the exemplification materials for KS1 writing, specifically that of Pupil A, who was assessed as 'working towards the expected standard'. This collection contains 3 pieces of work from one pupil (Pupil A).

Read pieces A, B and C and identify how Pupil A begins to use aspects of coherence in the writing. Discuss your findings in pairs.

Allow 5-8 minutes in total for delegates to read and discuss their findings and then widen the discussion to the whole table, ensuring that each pair contributes to the discussion.

Responses may include:

In piece A:

- the present and past tenses are used correctly, even though some verb forms are incorrect
- an expanded noun phrase helps to set the scene
- the sequencing words 'first' and 'then' are used to move the writing forward
- the conjunction 'and' is used

In piece B:

- the past tenses are used correctly, including the progressive form
- verbs are chosen for effect
- sentences are sequenced
- the conjunction 'and' is used

In piece C:

- present and past tenses are used correctly
- the subordinating conjunctions 'when' and 'as' are used to support the sequence of events

- sentences form a simple narrative
- the conjunction 'and' is used
- vocabulary choices add detail

Across all pieces, sentences are generally demarcated by capital letters and full stops.

Distribute KS1 English writing national training: pupil commentaries.

Refer delegates to KS1 training exercise 1: Pupil A commentary. Give delegates 2 minutes to read it through. Remind delegates that for the purposes of this training, this is a commentary only for the 'pupil can' statement 'write sentences that are sequenced to form a short narrative (real or fictional)'. Explain that this commentary includes some of the annotations from the exemplification materials. Other comments have been produced purely for training purposes and are not to be viewed as additions to the existing exemplification.

Key learning point 2: the use of co-ordination and subordination to aid coherence

Facilitator script:

Bullet point 5 at 'working at the expected standard' states that 'The pupil can, after discussion with the teacher, use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses'.

For this second exercise, we are going to explore the importance of co-ordination and subordination in aiding coherence. This collection contains 2 pieces of work from one pupil (Pupil B).

Refer delegates to KS1 training exercise 2: Pupil B – working at the expected standard.

Let's now look at 2 pieces of writing from Pupil B. This writing came from a collection, which formed part of the 2018/19 standardisation exercise 1 and meets the criteria for 'working at the expected standard.' The pupil demonstrates they can write simple coherent narratives.

I'd like you to take a couple of minutes to read the pieces. Then in pairs or small groups, discuss:

- *how has Pupil B demonstrated they are able to use, specifically, co-ordination and some subordination in relation to building coherence within the pieces?*
- *how does Pupil B's writing differ from that of Pupil A from the previous activity?*

Once delegates have discussed the pieces in pairs or small groups, widen the discussion to include the whole table. Spend a maximum of 5 minutes on this key point.

Responses may include:

In piece A:

- the use of co-ordinating conjunctions to build the sequence of events
- the use of subordination to clarify
- a subordinate clause is used in an attempt to explain but not securely

In piece B:

- the use of co-ordination to link events
- subordination is used to issue a warning, clarify a situation and provide a reason

The lack of breadth in coordinating conjunctions and the limited use of subordination to join clauses are the key reasons why Pupil A is not yet working 'at the expected standard'. If we look at pieces A and B for Pupil A, we can identify this weakness.

In pieces A and B, the co-ordinating conjunction 'and' is the only one used and there are no examples of subordination.

From reading the collections from Pupil A and Pupil B, we can identify that Pupil B is able to use a wider range of co-ordination and some subordination within their writing as opposed to Pupil A, hence strengthening the judgement that Pupil B is working 'at the expected standard'.

Refer delegates to KS1 training exercise 2: Pupil B commentary. Remind delegates that for the purposes of this training, this is a commentary only for the 'pupil can' statement 'use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses'.

Key learning point 3: the transition from 'sentences that are sequenced to form a short narrative' at 'working towards the expected standard' to 'a simple coherent narrative about personal experiences and those of others' at 'working at the expected standard'

Facilitator script:

Building on our first activity, let's now briefly consider the transition that learners make from using sentences to form a sequence of ideas to constructing a simple coherent narrative.

Refer delegates to KS1 training exercise 3: Pupil C – working towards the expected standard and Pupil D – working at the expected standard. Remember we are looking at the broader picture of coherence.

We are going to look at some pieces of writing from 2 different pupils. Please take a couple of minutes to read them through. These are individual pieces of work that we are using to demonstrate specific elements of coherence within a pupil's work and we are not making an overall judgement about the standard achieved by a pupil.

Give delegates time to read both sets of writing.

Let's take some time to look at the writing of Pupil C, which came from a collection used in the 2018/19 standardisation exercise 3 and was assessed as 'working towards the expected standard' and Pupil D, who was assessed as 'working at the expected standard'.

In pairs, consider what Pupil D is doing that shows they can 'write simple, coherent narratives about personal experiences and those of others'? Why does Pupil C's writing not meet this statement?

Gather feedback from the table.

Responses for Pupil D may include:

- logical sequence of events
- correct use of tense
- maintains the third person
- evidence of co-ordination and some subordination
- descriptive vocabulary and noun phrases which support coherence
- different sentence types contributing to coherence

Responses for Pupil C may include:

- logical/chronological sequence of events
- correct use of tense
- maintains the correct person (first or third)
- limited use of co-ordination
- lack of descriptive detail
- errors in syntax
- insecure sentence demarcation

These link back to the aspects identified at the beginning of the session.

Refer delegates to KS1 training exercise 3: Pupil C commentary and Pupil D commentary. Remind delegates that for the purposes of this training, this is a commentary only for the 'pupil can' statement 'write sentences that are sequenced to form a short narrative (real or fictional)' for Pupil C and 'write simple, coherent narratives about personal experiences and those of others (real or fictional)' for Pupil D.

From the work of Pupil D, we can begin to see how language choices for effect and increased coherence would imply the beginning of greater understanding of purpose.

As a writer develops their skills, there will be a growing understanding of who they are writing for and why. Initially, a pupil will be developing and applying basic skills, as seen at 'working towards the expected standard', but as confidence and knowledge grows – aligned to their reading experiences – learners gradually become aware of the need to write for increased purpose and readership. As this strengthens, the writer will demonstrate a broader range of skills, including the varied aspects that strengthen coherence.

As we have discussed, children who are working 'towards the expected standard' are able to produce simple sequences with possibly some co-ordination. Often, there may be confusion in using aspects of coherence, such as developing sentences with co-ordination and subordination, broadening vocabulary choices and maintaining tense.

A pupil who is working 'at the expected standard' will be developing an increasing use of coherence, which supports the purpose and understanding from the reader, even if this is not always demonstrated consistently.

Refer delegates to KS1 training exercise 4: Pupil E – working at the expected standard.

Let us now look at a piece of writing from Pupil E, who is working 'at the expected standard' and is part of the national exemplification collections. The exercise consists of a letter with instructions on how to use a machine (piece A).

Making reference to the aspects of coherence listed earlier, in pairs, briefly identify how Pupil E is demonstrating the skills of the standard and how these begin to support the purpose and understanding from the reader.

With reference to the flip chart, identify the following:

- the type of sentences they are using for the form and purpose of writing
- their vocabulary choices
- their gradual extension of ideas and sentence through some subordination

Allow 5 mins to read and discuss in pairs.

Refer delegates to KS1 training exercise 4: Pupil E Commentary. Remind delegates that for the purposes of this training, this is a commentary only for the 'pupil can' statement 'write simple, coherent narratives about personal experiences and those of others (real or fictional)'.
Now spend 2 minutes reading how the pupil met the standard and how their responses impacted on the reader and purpose.

Allow time to read.

Piece A clearly addresses the reader through subordination, imperative verbs and clear sequencing as well as the use of commands and statements and the conventions of a letter to communicate with the reader.

Draw delegates' attention back to Pupil D, reminding them how varied vocabulary, noun phrases and sentence type aids coherence and demonstrates a growing development in reader awareness and purpose.

Summary

Facilitator script:

This last hour should have strengthened your understanding:

- of coherence as a key factor in supporting the transition from 'working towards the expected standard' to 'working at the expected standard', in particular relating to co-ordination and subordination

- *that as a child develops as a writer, they will begin to show an increased use of the different aspects of coherence in their writing, which begins to impact on the reader and purpose*