



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

Facilitator script and timings

Table activity 2: distinguishing between ‘working at the expected standard’ and ‘working at greater depth within the expected standard’

Facilitator script:

This afternoon we are going to focus on distinguishing between pupils working ‘at the expected standard’ and those working ‘at greater depth within the expected standard’. We will also consider the relationship of writing to purpose and reader.

As with the activities from this morning, some are taken from national exemplification materials, some are from the 2018/19 standardisation exercises and some pieces of work have been chosen specifically for this training.

Key learning point 1: consideration of the attributes of a writer confidently demonstrating ‘working at greater depth within the expected standard’

Refer delegates to key stage 1 (KS1) training exercise 5: Pupil F– working at greater depth within the expected standard.

This collection contains one piece of work from one pupil (Pupil F). Read the story from Pupil F, based loosely on Cinderella.

In pairs, consider the attributes that indicate this pupil is working ‘at greater depth within the expected standard’. This discussion might be broader than just based on the story.

Some of these considerations may interweave within our learning points and discussions for the rest of this session.

Refer delegates to KS1 training exercise 5: Pupil F commentary. Remind delegates that for the purposes of this training, this is a commentary only for the ‘pupil can’ statements ‘write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’ and ‘make simple additions, revisions and proof-reading corrections to their writing’.

Key learning point 2: writing effectively and coherently for different purposes, drawing on reading to inform the vocabulary and purpose of writing

Facilitator script:

For the next stage of this session, we are going to revisit the ‘pupil can’ statement from ‘working at greater depth within the expected standard’, which is:

‘The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.’

This ‘pupil can’ statement was highlighted during the recent moderation cycle as an area for further discussion. The move between ‘working at the expected standard’ and ‘working at greater depth within the expected standard’ is often determined by a pupil’s understanding of purpose, development of ideas and the level of coherence applied.

There are pupils who are beginning to show attainment and application of some of the ‘working at greater depth within the expected standard’ skills, such as using the full range of KS1 punctuation, or demonstrating they can spell most common exception words or using suffixes, but many of these learners do not necessarily show they have met the first ‘pupil can’ statement. It is key that the full focus of the criteria is considered and applying the statements needs to be referenced against nationally benchmarked materials.

We are going to consider the terms effectively and coherently in relation to purpose. It is difficult to separate them when making a final teacher assessment judgement overall but they both individually contribute to the broader standard. Let’s explore the ‘pupil can’ statement ‘write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.’

What are we expecting a pupil to be demonstrating?

This morning, we identified key aspects of coherence to be:

- *logical sequencing of ideas including organisational features*
- *the correct use of present and past tenses, including, where appropriate, the progressive form*
- *the use of subordination and co-ordination*
- *using expanded noun phrases appropriately for description or using vocabulary for effect*
- *different sentence types for form and purpose, for example action, reaction, exclamation*

Coherence provides the reader with clarity of what the writer is trying to say.

The national curriculum states within English writing that:

‘Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar’.

Whereas when we consider the effectiveness of a piece of writing, this will, of course, include the aspects of coherence, but we are looking more closely at how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.

Refer delegates to KS1 training exercise 6: Pupil G – working at greater depth within the expected standard.

Let's revisit some of the 'greater depth within the expected standard' exemplification materials for KS1 writing. In each of the pieces Pupil G has demonstrated that they can write effectively and coherently for different purposes. This collection contains 3 pieces of work from one pupil (Pupil G) and for the purposes of this training, the context and title for each piece has been removed.

Read the 3 pieces.

Identify the purpose of each piece of writing.

Record how Pupil G:

- *uses both the key aspects of coherence and the increasing understanding of purpose to effectively impact on the reader*
- *has drawn on their reading to inform the vocabulary and grammar of their writing*

Allow delegates a few minutes to read the pieces, discuss in pairs and record findings.

Allocate pieces to groups on the table.

Bring delegates together and draw out elements such as writing in role, awareness of character and use of grammar.

Responses may include:

Piece A:

- purpose is to apologise
- supported by features including correct layout, writing in role, organisation of ideas within each paragraph, variety of tense for purpose and maintaining the correct form, direct address to reader and noun phrases
- drawn on reading and employs the more formal grammatical structures and vocabulary of an apology

Piece B:

- purpose is to inform and persuade and provide details about its main character
- supported by features including layout using subheadings to organise text, use of questions and answers, use of opinions, linked to evidence, use of language, correct use of tenses, pupil comments in the review
- draws on reading and uses quotations and features of a non-chronological report

Piece C:

- purpose is to entertain

- supported by repetition to build the story, use of descriptive language, tenses used correctly, use of a range of subordination and co-ordination to describe events
- draws on reading and reflects the pattern and language of a book read in class and the use of sequencing words at the start of each new section

Refer delegates to KS1 training exercise 6: Pupil G commentary. Remind delegates that for the purposes of this training, this is a commentary only for the 'pupil can' statement 'write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'.

It is important to remember that within the standardisation writing outcomes we assume there has been a conversation between the pupil and the teacher about why they have made certain choices for purpose and there is knowledge of books and texts they may have drawn vocabulary and grammar from. Discussions regarding these conversations may be held as part of teacher assessment and moderation to confirm the context of a pupil's work.

Refer delegates to KS1 training exercise 7: Pupil H – working at greater depth within the expected standard.

Now let's consider these 3 pieces of writing from Pupil H whose collection was part of standardisation exercise 3 in 2018/19 and was assessed at 'working at greater depth within the expected standard'. Reflecting on our discussion about Pupil G, can you now identify:

- *the key aspects of coherence that have supported this*
- *how effectively Pupil H has used their understanding of purpose to impact on the reader*
- *how the pupil may have drawn on their reading when writing*

Once delegates have discussed the pieces in pairs or small groups, widen the discussion to include the whole table.

Responses may include:

Piece A:

- purpose is to entertain the reader through adapting a story
- supported by organisational features including logical sequencing of events, language of time and place (outside KS1 programme of study), appropriate tense verb forms, noun and sequential phrases, relative clauses (outside KS1 programme of study)
- draws on reading and uses the pattern of the story from the book 'The Disgusting Sandwich', the language of storytelling, repetitive patterning and amusing comments

Piece B:

- purpose is to inform the reader about an important article that might be owned by the Queen
- supported by expanded noun phrases, subordination, predominant use of present tense forms, appropriate use of past tense forms
- drawn on reading through the class exploration of the book 'The Queen's Knickers' and the use of humour

Piece C:

- purpose is to entertain the reader through writing a diary from the perspective of the Queen
- supported by paragraphs to organise ideas, correct use of past tense forms, expanded noun phrases, fronted adverbials (outside KS1 programme of study), relative clauses (outside KS1 programme of study)
- drawn on reading through the class exploration of the book 'The Queen's Knickers' and phrasing for example, 'aka walkies'

Refer delegates to KS1 training exercise 7: Pupil H commentary. Allow delegates a moment to look through commentary. Remind delegates that for the purposes of this training, this is a commentary only for the 'pupil can' statement 'write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'.

Key learning point 3: transition from writing simple, coherent narratives to writing effectively and coherently for different purposes

Facilitator script:

Having explored the outcomes of writers working 'at greater depth within the expected standard', we are now going to focus on a writer who, although assessed as 'working at the expected standard', may well be starting to show some aspects of writing 'effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing' at 'working at greater depth within the expected standard'.

Refer delegates to KS1 training exercise 8: Pupil I – working at the expected standard.

This collection contains 3 pieces of work from one pupil (Pupil I) who was assessed to be 'working at the expected standard'. Read the 3 pieces to familiarise yourself with them.

Discuss these pieces against different aspects of coherence for the 'pupil can' statement 'write simple, coherent narratives about personal experiences and those of others' at 'working at the expected standard' (refer to flip chart).

Now identify how the pupil's reading is beginning to influence their vocabulary and grammar and intended purpose.

Responses may include:

Piece A (diary):

- aspects of coherence include the use of co-ordination and subordination, the sequencing of ideas, correct use of tenses, consistent use of the first and third person and the use of dialogue
- draws on the reading of the original text and the perspective of the main characters
- there is an understanding of the purpose of a diary to record and reflect on events
- vocabulary is used to effectively build up the tension for the reader

Piece B (narrative):

- aspects of coherence include the sequencing of ideas, use of subordination, consistent use of the first and third person, correct use of tenses, different sentence forms and effective description
- draws on the pupil's knowledge of stories including a link between the beginning and the end
- effective use of descriptive vocabulary including metaphors and contrast

Piece C (argument):

- aspects of coherence include correct tenses and different sentence forms
- draws on the pupil's knowledge of the subject

Compare these pieces with the writing of Pupil H and discuss why Pupil I does not meet the 'pupil can' statement 'write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing' at 'working at greater depth within the expected standard'.

Responses for Pupil I may include:

- control across the pieces is not maintained
- over-listing of adjectives
- slips between the use of first and third person
- missing details of characters and earlier events
- no clear sequence within the argument
- loss of pace
- overuse of the word 'them'
- limited use of sequential language to direct the reader

Refer delegates to KS1 training exercise 8: Pupil I – 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)'.

Allow 20 mins to complete task and take feedback.

Key learning point 4: making simple additions, revisions and proofreading corrections to writing

Facilitator script:

As part of our framework, the ability to make simple additions, revisions and proofreading corrections is a component of greater depth.

How do we define additions, revisions and proofreading corrections?

Additions are words, phrases or sentences inserted into a text to enhance the overall effect.

Revisions are changes or removal of content from a text to improve effectiveness.

Proofreading is the process of finding and correcting mistakes in texts before publishing, for example, spelling errors, punctuation or grammatical errors.

Referring to Pupil F, identify where they have made additions, revisions and proofreading corrections to their work and the impact that this has had on the overall effectiveness of the writing.

Allow 5 minutes to discuss in pairs and give feedback.

Responses may include:

- Pupil F's ability to make revisions, such as the removal of 'all day, every day'
- Pupil F's addition of the word 'single'
- Pupil F's addition of speech

Summary

This last session should have strengthened your understanding and recognition of:

- *how an awareness of purpose and a greater control of coherence impacts on writing, so that it is more effective*
- *how writers working at 'greater depth within the expected standard' can draw on their reading to effectively select vocabulary and grammar for different purposes*
- *the difference between simple additions, revisions and proofreading corrections*