



Facilitator script and timings

Table activity 3 - exploring 'working at greater depth within the expected standard'

Each delegate will need a copy of the following materials, which should be distributed at the appropriate point:

- Training exercise 3: Pupil C – working at greater depth within the expected standard
- Training exercise 3: Pupil C commentary – working at greater depth within the expected standard
- Key stage 1 (KS1) 2018/19 teacher assessment framework

Facilitator script:

We are now going to focus on how a collection of writing might meet the 'pupil can' statements for 'working at greater depth within the expected standard'. Later, we will compare these statements to those for 'working at the expected standard'.

As with the previous activity, the collections of writing are all taken from the 2018 standardisation exercises, so you may have seen some of these before.

During this session, we are going to focus on training exercise 3: Pupil C. The writing meets all of the requirements for 'working at greater depth within the expected standard'. Please take a few minutes to familiarise yourself with the pieces in this collection.

Distribute training exercise 3: Pupil C and allow 5 minutes to read through the collection.

Learning point 1: writing effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Facilitator script:

Earlier, we unpicked what coherence looks like for pupils who are working at the expected standard. This statement is developed and built upon in the first pupil can statement for working at greater depth: '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.'

As you can see, this statement requires the pupil to write for different purposes. Writing should be effective and coherent, as opposed to the 'simple, coherent narratives' that are required for 'working at the expected standard'.

I'd like you to take time to discuss, in pairs, what makes a piece of writing effective and coherent. I'd like you to focus your discussions initially on piece A from pupil C. In this

piece, the pupil is writing an alternative ending to 'The Sea Monster' by Christopher Wormell. After you have discussed this in pairs or small groups, we'll then discuss it as a table before moving on to consider other aspects of this statement.

Spend 15 minutes on this activity.

Ensure that the following key points are drawn out:

- The piece is poignant. It creates a suitably effective ending to the original story
- Different sentence types are used throughout the piece, according to purpose, for example:
 - A question voices the boy's bewilderment (*What is this evil?*)
 - Commands capture his desperation (*"Help me Help me!", Watch out!*)
 - An exclamation emphasises his delight (*What a Fantastic Prize this is!*)
- Tense is consistent and appropriate throughout, including use of the past progressive to convey a sense of longevity (*he was going in the opposite direction, the boy was getting cold, the other sea monster was waiting*), and the simple present to mirror the language of storytelling (*People say it was a sea monster...People say it was a heap of seaweed*)
- The story links events throughout, supporting overall coherence. For example, the later discovery that the 'island' on which the boy lands is a sea monster effectively links back to the hints alluded to at the beginning of the piece (*a big lumpy green thing...People say it was a sea monster*)
- Co-ordination is used throughout to link both clauses and sentences
- Subordination is used appropriately (*The shark stretched out his enormous tongue as if to have one last try to save the boy...since it was autumn*).

Facilitator script:

As we have discussed, the use of the correct tense, the effective and accurate use of sentence types, and the secure use of co-ordination and subordination all contribute to writing that is both effective and coherent.

These features may not all be present within every piece of writing, but they are examples of what should be considered when exploring the overall coherence and effectiveness of writing for different purposes.

Text organisation can also contribute to the effectiveness and coherence of the writing, for example in reports and recounts. If you look at piece D from pupil C, we can see that this non-fiction leaflet is organised into short sections, each with an appropriate subheading. Piece E also uses subheadings to organise an extended recount into appropriate sections, and these subheadings are effectively used to signal the activities (Setting off), places visited (The Marine Lake, The beach) and reactions to the day (Scared of the heights).

This 'pupil can' statement also requires the pupil to draw on their reading to inform the vocabulary and grammar of their writing. Pupils may evidence the vocabulary and grammar reflected in, for example, a class reading book which is used as a stimulus for writing, but they should also draw on the range of vocabulary and grammar gleaned from their wider reading.

*In piece A, the pupil draws on their knowledge of traditional tales, for example by using repetition for effect (*People say it was a sea monster. People say it was a heap of seaweed*) and phrases rooted in storytelling (*far far away ... never to be seen again*), whilst*

choices of vocabulary are precise, indicative of the range of books they have read (tossed, current, splattered). We also see that the pupil has described successive actions towards the end of the story, increasing the sense of pace and effectively mirroring the style of the stimulus book.

Of course, moderators may not know the content, plot, structure or language of the texts used as a stimulus for the pupil's writing; therefore, the professional discussion with the teacher(s) is critical in enabling the moderator to draw upon the teacher's knowledge of the context in order to understand how this is reflected in the pupil's writing.

It is important to remember that, whilst the pupil may use some features of writing that are beyond the KS1 programme of study, this is not an expectation for the award of the 'greater depth' standard.

In pairs or small groups, I'd now like you to look at pieces B, C and E, and discuss how the pupil's use of grammar and vocabulary provides evidence for the 'pupil can' statement that we have been discussing.

Spend approximately 15 minutes on this activity. Participants should spend the majority of their time discussing the use of grammar and vocabulary in the pieces mentioned above, and how they provide evidence 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'.

You should use the commentary for Pupil C to support this discussion.

Facilitator script:

It is important to note that the first statement of the TA framework for 'working at greater depth' does not carry greater weighting than any of the other statements. It is therefore important that, even if a pupil has effectively and coherently written for different purposes, successfully drawing on their reading to inform the vocabulary and grammar of their writing, moderators also ensure that there is sufficient evidence for all statements within the 'working at greater depth' standard.

Learning point 2: use the punctuation taught at KS1 mostly correctly

Facilitator script:

We are now going to take a few moments to consider a further statement for 'working at greater depth': 'use the punctuation taught at KS1 mostly correctly'.

This differs from the 'expected standard' where pupils are only required to 'demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required'.

You will notice in the TA framework that the footnote for this statement refers you to English Appendix 2 of the national curriculum.

Let's consider the additional punctuation required to meet this statement. Discuss this in small groups. You may wish to refer to pupil C's pieces to help you identify the punctuation required for this standard, as well as any instances where the pupil has used this additional punctuation to good effect.

Give participants 5 to 10 minutes to complete this activity, discussing in pairs initially and then widening out to the group.

It is essential that the full range of punctuation is identified (as referenced in Appendix 2 of the national curriculum):

- use of capital letters, full stops and question marks to demarcate sentences (also required for 'working at the expected standard')
- use of exclamation marks
- commas to separate items in a list
- apostrophes for contraction (to mark where letters are missing in spelling)
- apostrophes to mark singular possession in nouns

It is vital that participants understand that there is no expectation to use punctuation that is beyond the KS1 programme of study:

- inverted commas to indicate speech
- commas to mark clauses
- parenthesis (brackets, commas or dashes)
- ellipses
- apostrophes to mark plural possession

If participants refer to any of the above punctuation, it is essential to clarify that this is **not** an expectation for 'working at greater depth'.

You should refer to the commentary to support this discussion.

Facilitator script:

Remember that this statement uses the qualifier 'mostly'. Therefore, it is important to note that, for the award of the 'greater depth' standard, the full range of punctuation referenced in Appendix 2 of the national curriculum should be used mostly correctly across a collection of writing, with only occasional errors or omissions.

*Incorrect use of punctuation that is beyond the KS1 programme of study should **not** negate the award of the 'greater depth' standard.*

I hope you have found this discussion useful.

Distribute the commentaries.

Facilitator script:

Our final session will focus on comparing a collection of work assessed as 'working at the expected standard', with the 'working at greater depth standard' collection we have looked at within this exercise.