

Key stage 1 English writing teacher assessment moderation: self-led training resources

Training exercise 2: Independent writing and writing effectively and coherently (greater depth standard)

Response document

This document accompanies key stage 1 (KS1) training exercise 2. You can use it on screen to type and save your responses to particular activities in that exercise.

To complete annotation activities, you will need to print out pieces A, B and C from the work of Pupil B.

Activity 1a: Independent writing Consider situations in which writing would not be classified as independent and therefore be unsuitable for use in assessment and moderation. Record your ideas below.

Activity 1	b: Independ	dent writing
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Now think about how independent writing can be successfully facilitated, allowing pupils to apply and demonstrate their writing skills. What strategies and approaches could be engaged to enable pupils to **independently** write in a sustained way?

9	Successful facilitation of independent writing						

Activity 2a: Gathering evidence from writing

Refer to Pupil B, pieces A, B and C

Drawing on your understanding of the first greater depth 'pupil can' statement, make detailed notes, including examples, on the following points:

How Pupil B's writing:

- uses the key aspects of coherence and their increasing understanding of purpose to communicate effectively and have an impact on the reader
- draws on their reading to inform the vocabulary and grammar of their writing, demonstrating how they are meeting the first greater depth statement.

Can you identify how the first statement for greater depth has been demonstrated collectively from these three pieces of writing?

Piece A – a letter
Piece B – a story
Piece C – an extract from a newsletter

Activity 2b: Collating and considering evidence

Now read and make notes or annotate the commentary for Pupil B.

Can you identify how the three pieces from Pupil B have collectively evidenced the first statement for 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.'

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