



Standards
& Testing
Agency

Key stage 1 English writing teacher assessment moderation

Self-led training resources: Exercise 3

2021

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Introduction

This set of activities is designed for completion by local authority (LA) moderators and moderation managers. It addresses knowledge and skills needed to support the moderation of key stage 1 (KS1) writing, as part of LA moderation visits.

The activities are designed for self-led learning, and for completion independently as part of moderators' training. They can also be used within group and trainer-led moderation sessions. Discussion and reflection with colleagues are central to the moderation process and opportunities to do this when using these materials will support effective training.

Training exercise 3: Writing effectively and drawing on reading (expected and greater depth standards)

- Distinguishing between pupils working at the expected standard and those working at greater depth
- Identifying evidence of writing effectively and drawing on reading


This exercise should take approximately 90 minutes to complete.

In addition to this Exercise, you will need the following document, on screen or in hard copy:

- [Key stage 1 English writing teacher assessment \(TA\) framework.](#)

You can work through the activities and record your responses on a **hard copy** of this Exercise document.

If working **on screen**, you can use the accompanying Response document. This is editable and allows you to type and save your responses to some activities. To complete annotation activities, you will need to print out piece A for Pupil C; and pieces A, B and C from the work of Pupil D.

The pen symbol  indicates that you should make notes in the spaces provided.

The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points. Some pupil scripts are taken from previous standardisation exercises.

Overview

After completing this exercise, you will have revisited knowledge and understanding of assessment criteria for writing via the ‘pupil can’ statements, with a particular focus on:

- distinguishing between writing which is assessed at working at the expected standard and working at greater depth
- how coherence relates to purpose and awareness of the reader
- building a picture of writing attainment to support a secure judgement
- reinforcing understanding of the standards through exploration of pupil work.

Your role

Your role as a moderator is to build a picture of what a child can do from the evidence that the teacher presents, benchmarked against your standardised knowledge of the framework. This is to validate, or challenge, a teacher’s assessment judgement. Determining a pupil’s understanding of purpose and the independent choices they make when crafting their writing for the reader is key.

Activity 1: Exploring the transition from writing simple, coherent narratives to writing effectively and coherently for different purposes

The national curriculum states 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’.

This exercise focuses on distinguishing between working at the expected standard and working at greater depth. The move between these standards is often determined by a pupil’s understanding of **purpose**, their **development of ideas** and the degree of **coherence** in their writing.

We will explore the writing of pupils who are assessed to be working at the expected standard, but whose writing is starting to show some aspects of the following statement from the greater depth standard, writing ‘effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’.

Although there is no weighting attached to specific statements for a standard, the first ‘pupil can’ statement at the greater depth standard often requires a focus on the overall impact of the writing, as well as a focus on the detail of how this is achieved.

Determining whether there is a secure demonstration of the first greater depth statement is likely to be a key task of a moderation visit. Many pupils might be **starting** to show

evidence of meeting this, without meeting it in full. **It is important to remember that within teacher assessment and moderation, the judgement of a standard cannot be made against a single or small number of pieces.**

We will start by considering the transition from writing simple, coherent narratives to writing effectively and coherently for different purposes.

It is often the case that with these learners we can clearly identify some aspects of coherence within their writing. However sometimes there may be limitations in how the pupil has applied these aspects. These may impede the clarity and overall development of the piece thus demonstrating the pupil is not yet showing 'greater depth' attainment.

Activity 1a: Work scrutiny – meeting the expected standard

Pupil C – working at the expected standard

We need to be able to identify what the pupil is **securely** demonstrating at the expected standard. We might also need to begin determining how far the learner is meeting the greater depth standard. (In this exercise, we focus on one piece of writing by Pupil C. Additional pieces of writing would need to be considered for an overall judgement.)

- Which aspects of **coherence** has the pupil demonstrated and how do these begin to support clarity?
- To what extent is the pupil meeting the **purpose** of the task and starting to demonstrate an awareness of the reader, drawing upon their **reading** and **vocabulary**?

Annotate the script or **make notes**.



Pupil C – Piece A: persuasive writing

Context: a persuasive leaflet for an event of their choice.

The Junist circus in town! 20.5.19
Ⓢ

Would you like to see the most amazing circus in town? There are lots of astonishing acts. It is in Glotons ~~park~~ park. Would you want to see the ~~st~~ fire-eters? Your eyes will pop out when watching the ~~st~~ amazing acts!

It starts on June the 13th ^{so} and quickly dash like fire to get your tickets at Milton Mout! You are going to be ~~astorish~~ astonished and frozen because it is going to be super*. There is going to be a ~~snack~~ snack shack ^{in the entrance} so you can have ~~some~~ something to eat. ~~You need to~~ ~~the~~ ~~peo~~ people There is going to be tirope walkers acrobats - Mish shows and lots of other exiting things. You ~~can~~ ~~not~~ take photos of the people in the circus but you ~~can~~ ~~not~~ ^{put} it on facebook and all sorts of things. You ~~are~~ ^{are} not going to be bored and if your children ~~are~~ ^{are} bored you can get your money back!

Your annotations and notes on **Pupil C, Piece A** may have included the following points.

- Clear opening sentence to attract attention with rhetorical questions
- Correct use of simple present and present progressive forms as well as modal constructions – not part of KS1 requirement
- Use of subordination and co-ordination (*because/if/when/but*) help expand some ideas and provide some sentence variation.
- Use of noun phrases appropriately for description (*fireless fire/amazing acats/exiting things*) or using vocabulary for effect (*quickly/astonished/tiprope walkers/acrbats/snack shack in the entrners*)
- different sentence types for form and purpose - invitation (*Would you like to see...? Would you want to see...?*), subordination to express surprise (*Your eyes will pop out when....*)

Activity 1b: Falling short of the greater depth standard

Pupil C – Piece A: persuasive writing

In what ways does the pupil's response **not yet** show adequate evidence of effectiveness and of drawing on reading, so as to securely achieve the greater depth standard?



Make notes below or make additional annotations on the script for Piece A.

Your notes on **Pupil C, Piece A** may have included the following points.

- The abrupt/negative ending does not fulfil the purpose to encourage visitors
- There is limited detail to explain the purpose of some requests (*You can't put it on facebook...*)
- Limited specific vocabulary does not fully explain events and ideas to the reader (*astonished and frozen because it is going to be super!*); this identifies that more detail is required for the reader
- Some sentences lack detail and there is an assumption the reader understands the impact
- There is repetition of some sentence forms (*There is going to be/You are going to be*)
- The presentation/layout does not clearly support the persuasive purpose of the task or aid the learner in organising their thoughts – not drawing upon prior reading
- The pupil's knowledge is limited and this impacts upon the depth to which they can effectively persuade and inform the reader

Activity 1c: Collating and considering evidence

Now read and reflect on the commentary for Pupil C. You may wish to annotate or make notes as you do this.

Commentary – Pupil C

This piece of writing was part of a collection where all of the statements for 'working towards the expected standard' and working at the expected standard' had been met. For the purpose of this training, this commentary focuses on the aspects of coherence demonstrated by the pupil working at the expected standard and how the first pupil can statement at 'greater depth' is beginning to be evidenced.

In the persuasive text (Piece A), the writing has simply been divided into two sections. The first section attempts to entice the reader and the second to provide more details about the circus.

The writer maintains the correct and consistent use of the present tense, using both simple and progressive forms. (*It is in G_____ park... You are going to be... There is going to be a... You are not going to be bored*) The second person is applied appropriately to the purpose of persuading and addressing readership throughout (*Your eyes will pop out... You are going to be atonished... You can take photos of*). Sentence forms are varied to address the reader. For example, in a hypothetical question (*Would*

you want to see the fireless fire eaters?) or express possible outcomes (so you can have something to eat... you can get your money back!).

Co-ordination is used in the forms of 'and', 'but' and 'so' to join clauses and link vocabulary (going to be astonished and frozen... so you can have something to eat... but you can't put it on facebook and all sorts of things).

Subordination is used to determine possible reactions to events (Your eyes will pop out when... going to be astonished and frozen because it is going to be super), whilst the use of 'if' provides a possible course of action if viewers are not satisfied (and if your children are bored you can get your money back!).

Vocabulary choices add some detail to describe events (astonished and frozen... snack shack in the entrance) and are also in the form of simple noun phrases (astounding acts, fireless fire eaters, amazing acts).

Why does the piece not sufficiently meet the first greater depth statement?

'The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.'

Throughout the piece, the pupil is attempting to engage and persuade the reader and, from their class learning, it is evident they are beginning to understand the required purpose of the task. The opening section entices the reader into the piece with rhetorical questions. The use of varied co-ordination and subordination provides sentence variety and some of the vocabulary provides evidence of relevant and effective detail.

However, the overall organisation of the writing and its effectiveness is muddled, mixing hypothetical questions with the location of the circus in the first section and a somewhat random selection of ideas in the second section leading to weakened coherence as a whole. For example, the inclusion of a snack shack before identifying what people might see at the circus. Having explored a range of promotional materials, the pupil did not draw on their reading to potentially use titles or subheadings to organise ideas or understand that the reader needs a wide range of clear details to persuade.

There is limited identification of specific details and events at the circus producing generalised statements (*lost of other exiting things... can have something to eat... all sorts of things*). It is the arbitrary nature of responses and the assumption that the reader will know what is to be seen and available that weakens the overall piece and prevents it from demonstrating secure attainment of the first statement of the greater depth standard.

Remember that for the purposes of this training, the above text is a commentary only for the 'pupil can' statements relating to coherence within the expected

standard and why the pupil did not meet the requirements for the greater depth statement 'write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'.

Reflection point: Are there any issues you have uncovered so far in this training? Any points that require clarification, or questions that have been raised? Record them here:



Activity 2: Reflecting on writing which meets the expected standard; comparison of writing samples

Activity 2a: Scrutiny of writing assessed as working at expected standard

Now consider the three pieces from Pupil D, whose work was moderated and assessed to be at the expected standard. Reflecting on your notes and considerations about Pupil C, answer the following questions.

- Which aspects of **coherence** has Pupil D demonstrated and how do they begin to support clarity?
- To what extent is Pupil D meeting the **purpose** of the task and starting to demonstrate an awareness of the reader, drawing upon their **reading** and **vocabulary**?

Annotate/make notes:



Pupil D – Piece A: a set of instructions

Context: as part of their 'castles' topic, pupils explored fictional castles and settings from popular video games. They then created their own virtual castle and wrote a set of instructions, explaining how to negotiate the castle and its grounds.

Follow the dusty path until you get to a woman sitting by a tree. If she asks for something give it to her then she will show you the way to the castle.

~~Go~~ Don't go in the ^{shiny} castle and don't trust the younger one.

Follow the windy path until you get to the 12 months if you're gonna talk to them..... BE POLITE!! Find a wolf ride on it to get to a river. At the river you will see a man. If he gives you his rod he will be free from the ~~boat~~ boat so don't take it. If you get a eagle feather

keep it safe. Trust your sister give her diamonds and roses. ^{Remember} Remember your name. Trust the ghost. When you're finished go the way you came. Don't forget your manners. Don't look back ride back on a silver fish.

you will be okay.



Pupil D – Piece B: a recount

Context: as part of their topic on animals, pupils visited a local zoo. On their return, they wrote a recount capturing the events of the day and their views about different aspects of the visit.

Our trip to D —

Introduction
Last Wednesday we went to d — . It was so sunny. It already looked like spring.

Getting on the coach
First I got on the coach with B — . On the way I saw some sheep, they looked ^{very} ~~happy~~ ^{warm}. Me and B — played hide and seek so boring and ^{we played it in a boring way}. It took one hour to get to d — . We went through a long long tunnel everyone screamed I didn't but it looked so cool with the lights in the tunnel.

Getting ~~to~~ off the coach
Next I got off the coach with B — and lined up. We got into are groups. In my group I had L —, B —, E —, A — and Miss — as are leader and Mr — as are helper.

Snacktime
When After that we had snacktime. I didn't want any because I wasn't hungry but I really quickly wrote something in are my ideas book.

Explored the zoo

Then we ~~we~~ saw a meerkat. Guess what. You get to go in a tunnel and there's a whole and it feels like you're a meerkat!!!!

Feeding time

A few minutes later we went to see the penguin get fed but. One of the penguin didn't have a friend and it was a rockhopper that was called Sasha. She was the only rockhopper there but there were loads of humboldts.

Lunch

Then we had lunch ^{and} for lunch I had a ham wrap, smoothie yogurt and cheese and onion crisps. It was ~~so~~ so scrumptious.

penguin talk

We met ~~the~~ ^{the manager} and she talked to us about penguins because we are Adopta penguin.



Pupil D - Piece C: an extract from a story

Context: as part of their topic on gardens, pupils wrote a story about a flower. The excerpt below is the pupil's opening to the piece.

The Flower!

Penny lived in a big city. Every day Penny walked to school work. She worked at a library and saw unhappy, grey faces. When she got to the library the manager said work in the do not read section but don't read them! Penny was so sad that she couldn't read them, **BUT** she saw a dusty book and she couldn't hold it to read it. So she smuggled the book. The book had a picture on the front it had a flower. It was beautiful. When Penny got home she read the book straight away. Penny looked everywhere for a flower he was heading to a rainy place. Pennys heart was broken, empty, she was so sad. Penny sees a junk shop. Penny saw a flower it was a picture of a flower. Penny bought the picture. The shop man said water it dont let anyone see them! Penny said ok I will.

Your notes may have included the points below.

Piece A: a set of instructions

- aspects of coherence include: subordination, consistent use of tense and verb form – imperative
- draws on pupil's developing understanding of instructional writing
- some awareness of purpose and reader – creating interesting ideas - loss of control and a series of short sentences not necessarily linked together

Piece B: a recount

- aspects of coherence include: sequential phrases to organise idea, consistent use of simple past tense, limited use of co-ordination and subordination,
- draws on pupil's knowledge of the day and the purpose of a recount to reflect events and inform the reader of their emotions/feelings.
- lack of detail to describe events to interest the reader- provides only limited expansion of ideas and, in some sections, is overly reliant on the use of lists

Piece C (an extract from a story)

- aspects of coherence include: an introduction, information about the main character, chronologically sequenced statements, noun phrases for portraying the setting, apt choices of vocabulary, clear grasp of tense (past), co-ordination and some subordination
- draws of the pupil's knowledge of stories and beginning to develop and opening to establish a main character and context
- awareness of the reader and purpose is not maintained as the language and sentence forms become repetitive

Activity 2b: Comparing writing at the greater depth and expected standards

Now compare Pupil D's writing to the extract below (taken from Pupil A, Training Exercise 1, who has been assessed as working at greater depth based on multiple pieces of work).

Consider the ways in which Pupil D's response **does not yet meet** the greater depth standard securely, in terms of writing effectively and drawing on reading.

Record your notes or annotations below.


Pupil A – Piece A: a story

Context: within the rainforest topic, the pupils explored 'The Kapok Tree' (Lynne Cherry). Pupils developed their planning skills by mapping the tale in various ways and were then given the challenge to create an alternative version. The pupil chose to write from the perspective of the tree. This piece continues over 4 pages (this is the opening section).

In a tiny village called Cucklevine there were two boys called Tim and Steve was seven with his brown hair and eyes which were a brightly coloured brown. He was sometimes nervous but very brave and Tim was eight and he had blond hair he too was nervous and brave. One day bright summer's day Tim and Steve were cycling through the woods when suddenly something caught their eye. Wow! It looked like a pebble but it was glowing. Wow! They carefully, slowly and gently picked it up. Instantly they disappeared in a PUFF of green smoke. HELP!! They cried as they wizzed through a green portal. WAAAM!!! Both boys hit the ground in a very different wood. It was so dark that Steve walked into a tree with a grumpy ^{shouted} "Hey watch where you're going!"

Comparison of Pupil A (greater depth) and Pupil D (expected)

Note the ways in which Pupil D's response **does not yet meet** the greater depth standard securely, in terms of writing effectively and drawing on reading.

Record your thoughts below. 

In relation to Pupil D's three pieces of writing, we can identify that the writing is not consistently effective and the pupil does not sufficiently draw on their reading to inform the vocabulary and grammar of their writing.

Your notes on Pupil D might include the following points.

- Grammatical structures are not securely controlled
- Some missed punctuation
- Short statements with limited detail
- Repetition of character in the story weakens coherence
- Limited expansion of ideas in the recount
- Over reliance on lists in some sections
- Appropriate vocabulary but not ambitious

Activity 2c: Collating and considering evidence

Now read and reflect on the commentary for Pupil D. You may wish to annotate or make notes as you do this.

Commentary – Pupil D

For the purpose of this training, this commentary focuses on the aspects of coherence from working at the expected standard and how the first pupil can statement at greater depth is beginning to be evidenced. This commentary was originally published as part of a standardisation exercise and has been adapted for this training activity.

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

The pupil writes simple, coherent narratives about personal experiences and those of others – a recount detailing a class visit to a local zoo (piece B) and a story in which a library assistant embarks on a search for the flower she has discovered on the front cover of a book (piece C).

The recount of the school trip (piece B) opens with a brief introduction, followed by a series of chronologically organised sections, each with a subheading signalling the focus of the activity (*Getting on the coach... Getting off the coach... Snacktime... Explored the zoo... Feeding time... Lunch... penguin talk*). Selected words and phrases support the sequencing and timing of events, enhancing the coherence of the piece (*Last Wednesday... First... on the way... Next... After that... Then... A few minutes later*).

In keeping with the features of a recount, the experience is portrayed through predominant use of the first person and the past tense (I got on the coach... I saw some sheep... we had snacktime). Statements convey events and actions (Me and B_____ played hide and seek... I got off the coach with B_____ and lined up... We met s__ the manager), and express opinions (It already looked like spring), whilst the pupil's comments capture their enthusiastic response to the day (Guess what.....You get to go in a tunnel and theres a hole and it feels like your a meerkat!!!!).

The extract from the story (piece C) sets the scene by introducing, and providing information about, the main character (Penny lived in a big city... She worked at a library). The writer captures the colourless and restricted world of the library (unhappy, grey faces... the do not read section) and Penny's initial despondency at not being allowed to read the books (Penny was so sad). Her determination (she smuggled the book) gives way to further heartache as her search for the flower proves fruitless (Penny's heart was broken, empty, she was so sad), whilst the satisfactory conclusion whets the reader's curiosity as Penny is instructed to secretly water the flower in the picture (water it dont let anyone see them).

A series of chronologically sequenced statements conveys information about the characters and plot (Every day Penny walked to work... When Penny got home she read the book straight away... Penny looked everywhere for a flower), whilst the shopkeeper issues a command, moving the story forwards to create an intriguing end to the initial section (water it).

Noun phrases effectively portray the setting (*a big city... unhappy, grey faces... the do not read section... a rainy place*), and some apt choices of vocabulary support the overall coherence of the piece (*manager... dusty... smuggled... broken... empty*).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly.

In the recount (piece B), the pupil writes about a real event, simply and clearly recording the class visit to a local zoo.

Subheadings navigate the reader through the events of the day (Introduction... Getting on the coach... Getting off the coach... Snacktime... Explored the zoo... Feeding time... Lunch... penguin talk), with relevant details briefly recorded in each section – for example, listing who was present in the pupil's group. The pupil's views lend authenticity to the piece (it looked so cool with the lights in the tunnel... I wasn't hungry... it was so scrumptious... they looked very warm), whilst the reader is addressed directly, demonstrating the pupil's awareness of their audience (Guess what.....You get to go in a tunnel and theres a hole and it feels like your a meerkat!!!!). As is appropriate, statements adopt a first-person perspective to convey the different aspects of the visit (last Wednesday we went to d_____... I got on the coach... In my group I had...Then we

had lunch...We met s__ the manager).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.

Across the pieces, most sentences are demarcated correctly with capital letters and full stops, albeit with occasional omissions.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently.

Across the pieces, present and past tense verb forms are used mostly correctly and consistently.

In keeping with the features of a recount (piece B), past tense verb forms convey the events of the day, along with related details (we went to d____. It was so sunny. It already looked like spring... we had lunch... she talked to us). There is an appropriate shift to the present tense to express the pupil's sense of excitement in reliving the experience (You get to go in a tunnel and there's a hole and it feels like your a meerkat!!!!).

The extract from the story (piece C) demonstrates a secure grasp of tense consistency, adopting the past tense which is used to introduce the character and convey the action (Penny lived... Penny walked... Penny was so sad... When Penny got home... Penny bought the picture).

The pupil can, after discussion with the teacher, use co-ordination (for example, or/and/but) and some subordination (for example, when/if/that/because) to join clauses.

Across the collection, the pupil uses co-ordination correctly, and some subordination.

There is limited use of co-ordination in the set of instructions (piece A) (Dont go in the shiny castle and dont trust the younger one) – however, extensive use of subordination expands clauses, providing clarification (Follow the dusty path until you get to a women... when your are finished go the way you came) and conditions which require actions (If you get a egal feather keep it safe) or suggest consequences (If he gives your his rod he will be free).

In the recount (piece B), related actions are linked by the use of 'and' (Next I got off the coach with B_____ and lined up), whilst the co-ordinating conjunction 'but' is used in an attempt to express contrasting viewpoints (everyone screemed I didn't but it looked so

cool with the lights in the tunnel) and to suggest why the rockhopper penguin might be friendless (she was the only rockhopper there but there were loads of humbolts). The pupil also uses co-ordination and subordination within multi-clause sentences to link and explain related actions (We met s__ the mananger and she talked to us about penguins because we are adopt a penguin).

Co-ordination is used to good effect in the extract from the story (piece C) – the conjunction ‘and’ is used to expand related ideas (She worked at a library and saw unhappy, grey faces), whilst ‘but’ introduces an advisory command (but don’t read them) and signals the turning point in the story (BUT she saw a dusty book). There is some use of subordination, predominantly to clarify the timing of events (When she got to the library... When Penny got home).

Why do the pieces not sufficiently meet the following greater depth statement?

The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

The pupil can write coherent narratives and can adapt the form of their writing according to the required purpose – for example, by using imperative verbs in a set of instructions (piece A) and by writing from a first-person perspective in a personal recount (piece B). However, across the 3 pieces, writing is not consistently effective, and the pupil does not sufficiently draw on their reading to inform the vocabulary and grammar of their writing.

The pupil uses a range of grammatical structures within their writing which provides variety for the reader, (piece A) (*Knock on the dusty door... Follow the windy path until... At the river you will see a man... If you get a egal feather keep it safe... Dont forget your manners*), (piece C) (*When Penny got home she read the book straight away... Penny’s heart was broken, emty, she was so sad*). However, these are not yet fully secure, as seen through the missed punctuation and short statements which provide little detail to give clarity to the reader (*Remember your name. Trust the ghost... Don’t look back ride back on a sliver fish. you will be okay... The shop man said water it dont let anyone see them*). In the story (piece C), repetition of the main character’s name interrupts the coherence of the writing. (*Penny sees a junk shop. Penny saw a flower it was a picture of a flower. Penny bought the picture*).

In the recount (piece B), although the pupil’s comments are engaging, the writing provides only limited expansion of ideas and, in some sections, is overly reliant on the use of lists (*In my group I had L___, B___, E___, M___ and Miss___ ... I had a ham wrap, smoothie yogurt and cheese and oion crisps*).

Vocabulary is appropriate, but not ambitious (*dusty door... dimands and roses... long long tunnel... so sad... a dusty book*).

Summary

This exercise should have strengthened your understanding and recognition of:

- what could be considered as successful in enabling pupils to independently demonstrate their application of the writing process
- how pupils may be beginning to demonstrate aspects of 'writing effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing' at the greater depth standard, without securely achieving that standard.