



Standards
& Testing
Agency

Key stage 1 English writing teacher assessment moderation

Self-led training resources: Exercise 4

2022

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Introduction

This set of activities is designed for completion by local authority (LA) moderators and moderation managers. It addresses the knowledge and skills needed to support the moderation of 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 with colleagues is central to the moderation process and opportunities to do this when using these materials will support effective training.

Training Exercise 4: Analysis of the working towards statement 'write sentences that are sequenced to form short narratives'


This exercise should take 45-60 minutes to complete.

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

- [Key stage 1 \(KS1\) 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 pieces A and B for pupils A, B and C.

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.

Overview

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

- the working towards the expected standard (WTS) 'pupil can' statement, 'write sentences that are sequenced to form a short narrative (real or fictional)'
- the working at the expected standard (EXS) 'pupil can' statement, 'write simple, coherent narratives about personal experiences and those of others (real or fictional)'
- the transition between these two statements through exploration of pupil work.

Your role

Your role as a moderator is to work alongside teachers to build a picture of what a pupil can do, using the evidence presented, 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 impact and features of coherent writing to support decision making between WTS and EXS

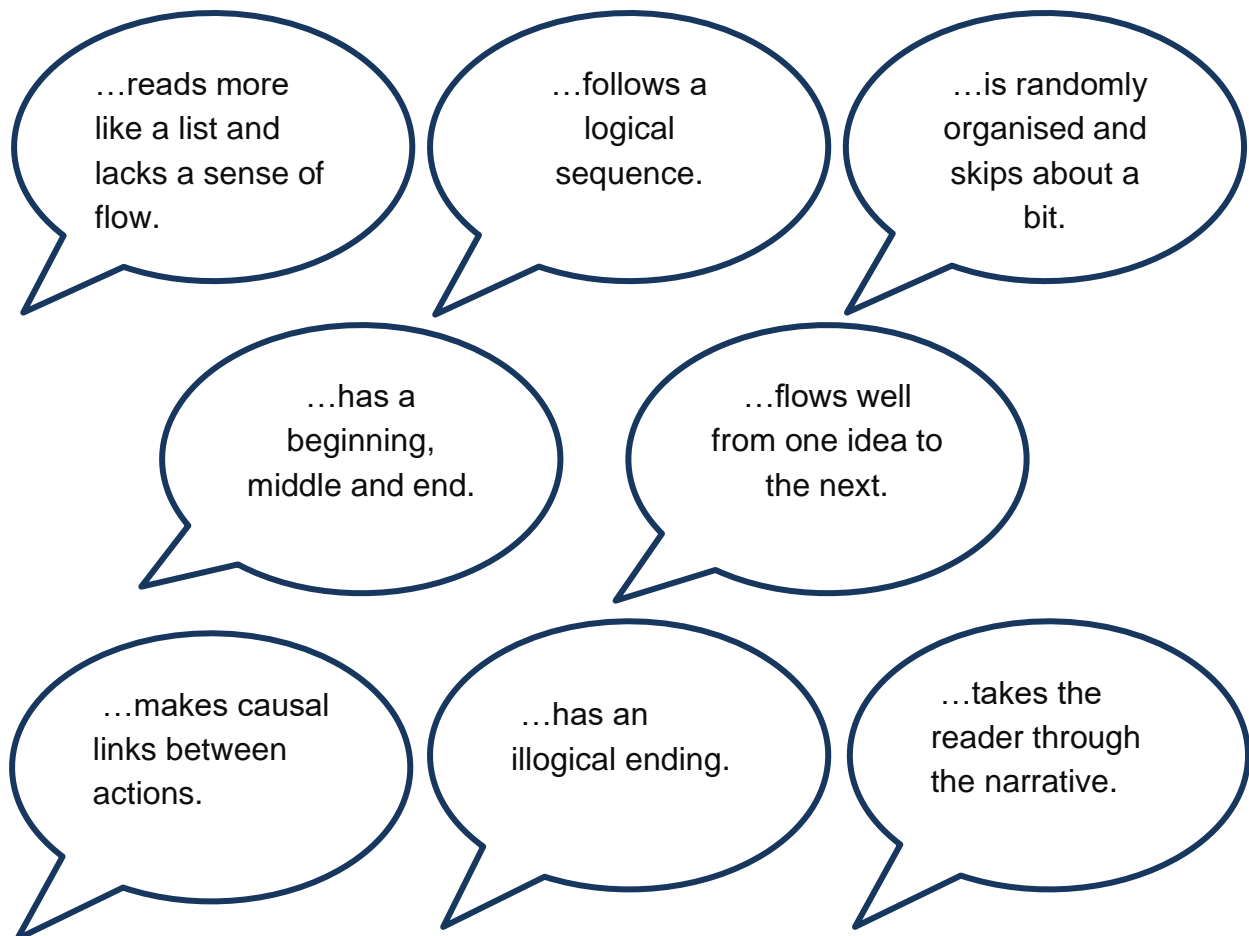
Activity 1a: Describing WTS

How written language is structured is key to conveying meaning and creating impact. The national curriculum encourages pupils to listen frequently to stories, poems, and nonfiction to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction.

This introductory exercise aims to encourage you to tune into the overall effect of the writing at WTS, before analysing the technical features that create that impression in Activity 1b.

Review the moderator comments below and identify which ones describe writing at WTS.

The pupil's story...



Compare your ideas to the suggested categorisation below:

WTS	EXS
... follows a logical sequence	
... has a beginning, middle and end	
...reads more like a list and lacks flow.	...flows well from one idea to the next.
...is randomly organised and skips about.	...takes the reader through the narrative.
...has an illogical ending.	...makes causal links between actions.

Using the table above, can you identify a key narrative feature that is less evident in the moderator notes for writing at WTS?



Reflect on how this key feature, although less prevalent in WTS, is still evident and important to the logical sequencing of ideas.



Your comments may reflect the points below:

- coherence is a key narrative feature that is less explicit in the moderator notes for WTS, but a prevalent feature of texts judged to be EXS.

Reflect on how this key feature, although less prevalent in WTS, is still evident and important to the logical sequencing of ideas.

- ‘coherence’ means that the writing is understandable for the reader and that each part of it connects or follows naturally or reasonably. When the ideas in a pupil’s writing follow a logical sequence, an element of basic, simplistic coherence is established. This means that a text can be followed and understood by the reader.
- at WTS, writing may indeed lack flow, be organised randomly, skip about and the ending may be illogical. However, an element of sequencing is the building block to writing which eventually connects ideas and perhaps includes other devices which build and support coherence.

Activity 1b: Recognising technical facilitators of cohesion

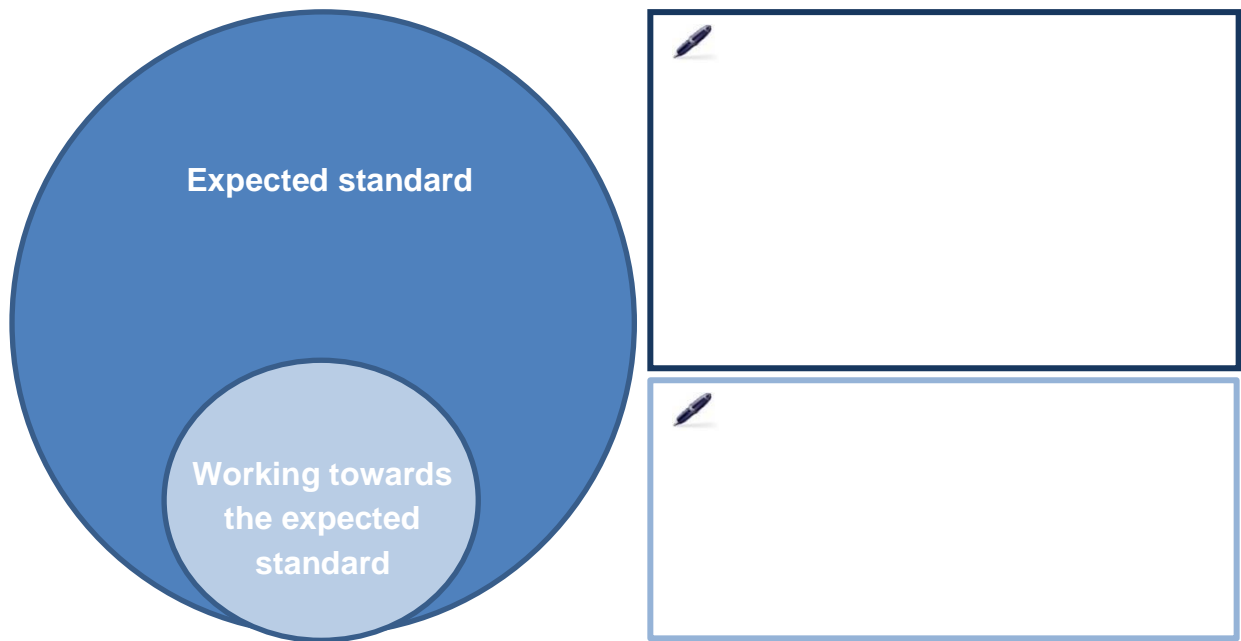
As we have discovered in Activity 1a, the moderator descriptions in this introductory exercise are all linked to the concept of coherence and the extent to which the writing forms a coherent narrative, although it is important to note that at WTS, coherence is not referenced in the ‘pupil can’ statements. However, sequencing ideas logically, which is stated in that first WTS statement, is intrinsically linked to the concept of coherence in its simplest form. In sequencing their ideas, pupils show an emerging grasp of the structure, purpose and effect of their writing.

Pupils who are WTS can produce simple sequences of events with possibly some basic 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 EXS will demonstrate increased coherence, which supports the purpose and understanding from the reader, even if this is not always consistent.

Now that you have refreshed your understanding of the impact on the reader of various levels of coherence and what coherence might look like at both standards, we are going to focus on the technical characteristics of writing that can create and detract from the overall coherence of writing at KS1. This will support your analysis of the KS1 pupil texts provided for Activity 2.

Before we explore pieces of pupil work in their entirety, we will briefly consider and recap the devices which support cohesion. Using the diagram below, write down any technical features of writing that support cohesion at WTS and EXS.



Key point

Knowing the individual devices which work together to support coherence is an essential piece of knowledge that moderators must possess. However, when considering the extent to which a text has been written coherently, it is important to remember to reflect on the text as a whole and not fall into the trap of spotting individual devices in each piece of writing with the sole aim of stating whether a text is or isn't coherent.

Moderators must support teachers in reflecting on this process, rather than identifying features on an individual basis. Pupils do not necessarily need all these features to make a single piece coherent, but rather should demonstrate a range of use across collections of writing to display their broader understanding and application of skills.

Now compare your ideas to the notes below:

EXS:

- the narrative moves forward using adverbials that signpost the reader to the order in which events took place
- a variety of linking devices, including co-ordination (for example, or/and/but) and subordination (for example, when/if/that), support deeper understanding of the relationship between clauses
- the correct and consistent use of tense creates a logical sequence of events.
- sentence types (such as questions) and speech (beyond KS1 programme of study) might be attempted to directly engage the reader or develop characters in the story.

WTS:

- vocabulary supports cohesion by, for example, building a coherent description of a character or setting
- meaning is conveyed well within single clause sentences
- action unfolds in a logical order
- sentences are sequenced to form a short narrative.

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: Exploring writing in relation to the ‘pupil can’ statement ‘write sentences that are sequenced to form a short narrative’.

Activities 1a and 1b should have strengthened your understanding of the impact of coherence/lack of coherence on the reader and the features of writing that help to create coherence. This activity builds on this knowledge through exploration of pupil writing.

In this activity, you will compare samples of writing from three different pupils with a focus on:

1. Which aspects of the writing create a short narrative?
2. The reasons why the pupil’s response does not yet show adequate evidence of a coherent narrative.



Reminders before you start

- additional pieces of writing would need to be considered for an overall judgement on each collection for moderation. This is because, to meet a standard, we need to be able to identify the ‘pupil can’ statements that the pupil is demonstrating securely across the collection.
- as indicated in the ‘evidence check’ section of the STA KS1 teacher assessment exemplification materials for writing, certain evidence provides the pupil with more opportunity to demonstrate their ability to write sentences that are sequenced to form a short narrative (for example. the instruction text and descriptions are marked as n/a).
- should the selection you are moderating not provide the text types necessary to make an accurate judgment of this statement, you should ask for further evidence.
- for this training, we are only looking at the statements that relate to narrative/coherence. In moderation visits to schools, all other statements would be explored. The pieces used in this training have been selected to demonstrate specific elements of coherence. It is not intended that you make an overall judgement about the standard achieved. To do this, all other statements for the relevant standard in the teacher assessment framework would need to be explored.

Activity 2a: Scrutiny of WTS writing

Read the extracts from Pupils A, B and C closely.

Annotate the pieces with your thoughts on the way in which each piece provides evidence that the pupil is WTS, including examples, on the following points:

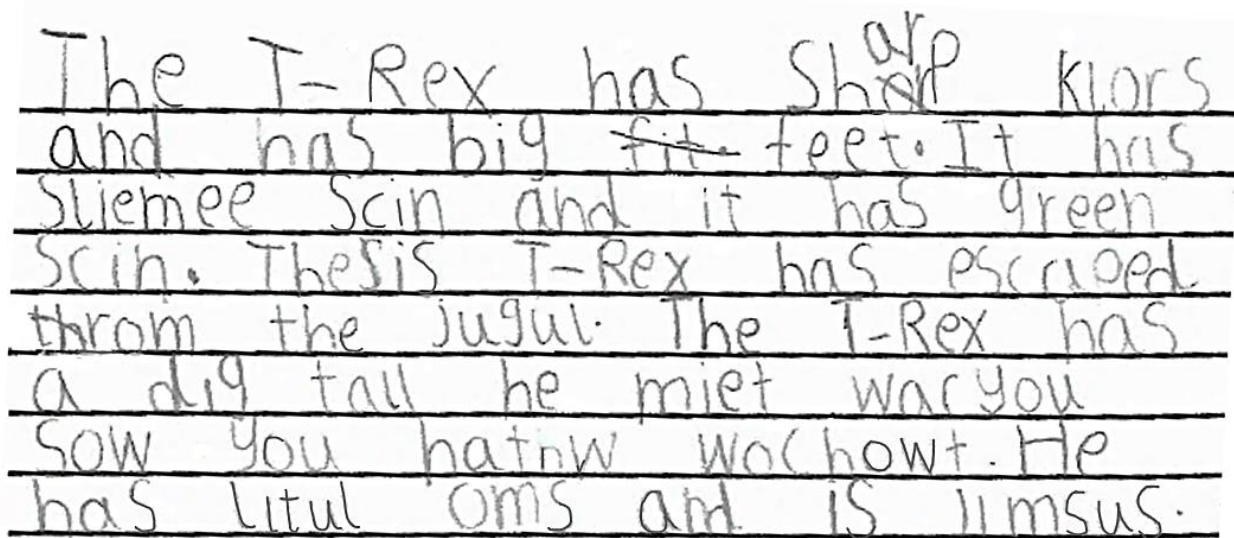
How the pupil:

- sequences sentences to create a short narrative
- is starting to use some, but not all, features within EXS to support cohesion.
Note: this is not a requirement for WTS, but a useful point for comparison of standards and to aid judgement.

Once you have completed this exercise, we will compare the pieces in the final activity of this training.

Pupil A – Piece A: a description

Context: inspired by a fictional video of a T-Rex on the playground, the pupil writes a poster about the missing dinosaur to help find him.



The T-Rex has sharp ^{arp}klors
and has big ~~fit~~ feet. It has
slimee skin and it has green
skin. The T-Rex has escaped
throm the jugul. The T-Rex has
a big tall he niet wac you
sow you hatnw wochowt. He
has litul oms and is jimsus.

Pupil A – Piece B: a story

Context: as part of a topic about African animals, the pupil drafts a story in response to a story starter based on the Tinga Tinga Tale 'Why Leopard has Spots.'

Leopard was hiding in the
long green grass. Elephant
on Puffadder and Leopard took
him to his cave. And gave
him food and then he hid
his skin of him and he
hid his her taut. Saw she
had beautiful skin. Lion and
monkey found the snake trail
and see Leopard. Monkey ask
her if he could take snake skin
to tell everyone. So monkey
tell the stawree to them.

Now compare your notes to the points below:

Pupil A – Piece A: a narrative description

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence
<ul style="list-style-type: none"> • adjectives build a coherent picture • co-ordination (using 'and' only) links clauses that describe similar features • handwriting is clear, with one b/d reversal only 	<ul style="list-style-type: none"> • pronouns it/he avoid repetition, but inconsistent use reduces clarity in places • the description occasionally jumps in focus (for example, from what the dinosaur looks like, to how it got there, back to what it looks like) • meaning is sometimes hampered by spelling that is not phonically plausible towards the end of the piece, but overall, the reader's understanding is supported by phonically plausible attempts.

Pupil A – Piece B: a story

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence
<ul style="list-style-type: none"> • sentences are sequenced in chronological order to describe events • co-ordination using 'and' (and with the adverb 'then' on one occasion) links events in time 	<ul style="list-style-type: none"> • a greater variety of coordinating conjunctions would have supported meaning • the characters' motivations are unclear, reducing coherence overall.

Pupil B – Piece A: a mood paragraph

Context: pupils wrote a 'mood paragraph' using descriptive sentences.

As Kartikera ^{ed} ~~da~~ ^{up} ~~site~~ ^{could} ~~see~~
the mountains he still not
his brother. Sweat ^{-poured} ~~the~~ ^{his} down he
fase. ^H his hart was beting
like
light his hart was grow ~~ing~~
to jump out.

Pupil B – Piece B: a re-tell

Context: the pupil retells the story of 'After the Fall (How Humpty Dumpty Got Back Up Again)' by Dan Santat.

Humpty Dumpty was a brave,
special egg. He bravely climbed a
tall stone wall every day. As he
sat peacefully gazing at the birds,
he loved to ~~rest~~ relax. The birds
happily whizzed through the
clear, blue sky and Humpty Dumpty
watch with excitement. He loved
nothing more than watching
them flying around.

One early morning Humpty Dumpty
sat on his favourite large
wall looking at the birds but one
bird swooped down and stole his

Lunch. How do birds fly? Humpty Dumpty

Shook, wobble and SLIPPED OFF the

high stone wall. He cracked open. He

said Who's going to put me together?

All of the King's ~~best~~ men and horses

~~put~~ him back together a little bit

together. How amazing it was to

see the birds but ~~at~~ ^{how} I can't see

them any more! Put me together right

now this second row he showed.

The next day a paper plane

flew past his ~~at~~ head when he ran

back home and tried to make

one. He had scratches all over his

hands and legs and he cried.

But he never gave up. Finally

he made the perfect plane then he

threw it and it got stuck up
on the wall he had to climb
the ladder and he was
afraid of heights then Humpty
Dumpty overcame his fears

Now compare your notes to the points below:

Pupil B – Piece A: a mood paragraph

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence
<ul style="list-style-type: none"> the description of Kartikeya is consistent with the action described at the start of the piece, for example, sweating and an increased heart rate (attempted simile) it opens with a subordinate clause, using 'as' to describe actions happening at the same time, supporting understanding of chronology 	<ul style="list-style-type: none"> as this piece is only three sentences long, more evidence is required to judge whether the pupil can effectively sequence sentences to form a short narrative.

Pupil B – Piece B: a retell

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence
<ul style="list-style-type: none"> the character of Humpty Dumpty is introduced clearly and the rest of the narrative stays focussed on this protagonist the narrative has a clear beginning, middle and end adverbials (beyond KS1) are used effectively at the start of paragraphs to sequence events sentence types develop reader's understanding of character 	<ul style="list-style-type: none"> changes from past and present tense blurs understanding of sequence of events in a couple of places coherence diminishes as the piece goes on, where the pupil fails to add or expand upon important details or make effective use of co-ordination to support chronology the reader must rely on knowledge of story towards the end of the piece to understand the character's rationale, for example, that he is on the ground because he is afraid of heights.

Pupil C – Piece A: a description

Context: the pupil uses a picture taken from the film 'The Jungle Book' as a stimulus for writing a setting description.

AS I Stepped into the Jungle I saw a snake. The snake was very dirty and muddy. He was slithering across the tree. He was very slimy and shiny but still dirty. I climbed down the tree and I saw a shiny river. I saw a tiger running after me and he wants to eat me. I am just faster than the tiger, looky I lost him. I saw the tiger again looky he didn't see me. I slowly crept away and saw a bear, foxes, ~~elephant~~ elephants and a lot of monkeys. The trees are big brown, ~~and~~ lots hard and lush.

Pupil C – Piece B: a retell

Context: after acting out the story in small groups, the pupil retells the story of 'Handa's Surprise.'

One day there was a little girl called Handa. She lived in Africa.
Handa put seven delicious fruits in a basket. She put the heavy basket on her head and set off on her journey. All of a sudden, a cheeky monkey swung down from the trees and stole the soft, yellow banana. The strich popped out from the grass and pinched the sweet guava. After that the zebra tucked the round orange but Handa still didn't see the zebra. The elephant tucked the red mango. A while later the giraffe tucked the pineapple. The buffalo tucked the green avocado. When she got to her friends house she shared the fruits with her friends.

Now compare your notes to the points below:

Pupil C – Piece A: setting description

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence
<ul style="list-style-type: none"> • short sentences are sequenced logically to describe the setting and develop the narrative • sentences are linked using repetition of the subject/object and consistent use of pronouns (such as 'he' and 'it') • vocabulary paints a coherent picture of events • simple coordination supports sequencing of events 	<ul style="list-style-type: none"> • occasional, unexplained jumps in narrative • inconsistent use of tense confuses sequence of events • except for the opening sentence, linking devices are rarely used at the start of sentences to support cohesion, such as adverbials.

Pupil C – Piece B: a retell

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence
<ul style="list-style-type: none"> • the pupil uses a typical narrative opening and introduces the main character and setting clearly • choice of verbs is consistent with the animals described at the start of the text • adverbials are used effectively to link the series of events • subordination is also used to sequence events clearly in the last sentence 	<ul style="list-style-type: none"> • the ending of the story is abrupt and seems incongruous to the events outlined • whilst the repetition in this piece is effective at the start, it becomes list like towards the end.

Activity 2b: A comparison of writing that is WTS

In Activity 2a, you analysed different examples of writing at WTS in relation to the ‘pupil can’ statement ‘write sentences that are sequenced to form a short narrative (real or fictional)’. You have considered which aspects of these pieces would need to be developed more to evidence the expected ‘pupil can’ statement ‘write simple, coherent narratives about personal experiences and those of others (real or fictional)’.

Thinking back to Activity 2a, list the ease with which you are starting to gather evidence towards the judgement that this pupil may be WTS. Make a note, starting with the easiest first:

- 1.
- 2.
- 3.

Some collections will be easier to judge than others. It is expected that some pieces will cause discussion and debate – particularly, during training and moderator meetings. But as moderators you need to remain objective, systematic and thorough in your approach, gathering evidence across whole collections, to eradicate any room for ambiguity.

In this final activity, we compare the pupils’ writing in this selection to support your understanding about what evidence you might look for in the rest of the collection to support your overall judgement.

Before you start, remind yourself of the texts in Activity 2a. Referring to the ‘pupil can’ statements from the teacher assessment framework, complete the following activities:

- for each piece, identify which ‘pupil can’ statements are sufficiently evidenced and which statements require further exploration and evidence.
- for pupil C, what further evidence would you require to award EXS?

Use the notepad to record your responses.



Notepad

Pupil A: identify which 'pupil can' statements are met and which statements require further exploration and evidence.

Pupil B: identify which 'pupil can' statements are met and which statements require further exploration and evidence.

Pupil C: identify which 'pupil can' statements are met and which statements require further exploration and evidence. What further evidence would you require to award EXS?

Key points

Pupil A's writing indicates that they are WTS.

The pupil's description of a dinosaur (Piece A) forms a short, simple narrative about what the dinosaur looks like and why it is missing the pupil's retelling (Piece B) is an action packed recount of how the leopard got his spots.

The pupil uses a number of techniques to sequence ideas in the two pieces of writing to form a narrative. In both pieces, for example, the pupil uses the co-ordinating conjunction 'and' to keep linked concepts in the same sentence (The T-Rex has shorarp klors and has big fit. feet.) and to show developing action (Eleaptant step on Puffaadder and leoPard tuk him to his cav.). In addition, sentence boundaries are respected well across the piece of writing, the subject of each sentence is typically linked with the preceding sentence and handwriting is clear.

However, there are occasional jumps and gaps in the narrative which detract from the overall coherence of both pieces. For example, the short narrative about the missing dinosaur jumps from a description of what it looks like, to why it is there and then back to what it looks like. And in the story about the leopard, without knowledge of the original, the links between events are unclear, for example, without conjunctions that indicate causation and a description of the characters' motivations the reader is left asking 'why' (LeoPard was hiding in the long green gras. Eleaptant step on Puffaadder and leoPard tuk him to his cav.).

Despite not meeting the standard of a 'simple, coherent narrative' (EXS) this selection of writing does provide evidence of the working towards statement 'write sentences that are sequenced to form a short narrative'. To support this judgement, moderators might seek out other examples from the collection of short narratives to show consistent, logical sequencing of sentences.

Pupil B's writing also indicates that they are WTS.

The pupil's short paragraph about Kartikeya's angst (Piece A) begins in the middle of proceedings and functions as the beginning of a narrative the much longer retelling about how Humpty Dumpty overcame his fears (Piece B) is a familiar short story.

The story about Humpty Dumpty is a particularly useful piece to assess statement one in the standards because the piece follows a typical narrative arc: there is a clear beginning that introduces the protagonist (Humpty Dumpty was a brave, special egg), conflict in the middle (Humpty Dumpty shook, woþbble and slipped off the high, stone wall. He cracked open.) and a resolution (...then Humpty Dumpty overcaim his fears.).

In comparison with the previous pupil's texts, Pupil B attempts to make more temporal links between clauses and sentences which help the reader to understand when events unfold in each story. For example, both pieces employ a subordinate clause to show actions happening simultaneously (As Kartikeya dasht/ed up the mountains he stil kud could not see his brother.) and adverbials (One early morning... the next day) are used to

beneficial effect in the longer story about Humpty Dumpty's fall. In addition, the pupil introduces more variety through the coordinating conjunction, 'but' which effectively contrasts conflicting emotions (How amazing it was to see the birds but how I can't see them any more!).

However, as in Pupil A's writing, the reader must rely on their existing knowledge of the story to understand the links between the events later in the narrative:

a sentence or two about why Humpty Dumpty can't climb the wall again given he has been put back together is needed for coherence, which diminishes towards the end of the piece. Similarly reducing coherence at the end of the story, is Pupil B's lack of sentence demarcation (Finely he made the perfectte plane then he threw it and it got stook up on the wall he hatot climebed the ladder and he was nefer afraid of heights then Humpty Dumpt). Although these blurred sentence boundaries are most prominent at the end of the piece, they are sufficiently impactful that the pupil does not meet EXS for sentence demarcation. Finally, although tense is used with ambition in this piece, its incorrect use in a few places detract from the overall coherence (The birds happily Whizzed thongh the clear, blue sky and Humpty Dumpty watch with excitement.).

Despite not meeting the standard of a 'simple, coherent narrative' (EXS) for these reasons, the retell provides good evidence of all the statements within the working towards standard. Moderators would note that the Humpty Dumpty piece shows significant potential, whilst the Katikeya piece – due to its brevity – provides limited evidence against EXS. The moderator would review the collection to agree a final judgment.

Finally, we turn to Pupil C's writing. Piece A is a first person description of the narrator's experiences in the jungle and Piece B is a short narrative about Handa's journey. Piece B stands out from the rest of the pieces of writing in this training exercise due to its vivid description of Handa's walk through an African setting. The pupil's appropriate choice of adjectives and verbs (The ostrich popped out from the grass and pinched the sweet guavaa) coherently and imaginatively describe the scene as Handa walks to see her friends. Piece B also evidences some of the other facilitators of cohesion we identified in Activity 1. For example, the pupil uses adverbials well to convey the order and speed at which events occurred (ALLall of a sudden... After that... A while later) and also uses the past tense consistently throughout the description. These features of the pupil's writing show that as well as meeting the requirements for 'working towards', this piece of writing meets some of the statements for EXS.

However, towards the end of the pupil's writing, some of the features that facilitated coherence at the start are used less or not at all. For example, it is not as easy to picture the animals' actions as sentences are reduced to single clauses (The elephant tuk the red mango) and where co-ordination is used (but Handa still didn't See the Zaebra) the meaning is not expanded upon. Given the repetitious nature of the piece, the reader

is left questioning what is so significant about the zebra and the fact that Handa did not see it, for example.

This bump in the logic of the narrative is also evident in Piece A where the narrator 'steps' into the jungle but is then suddenly climbing down a tree. Although sentences are typically well sequenced to form a narrative, the pupil's description of the jungle is similarly a little disjointed in places. For example, the final sentence, 'The trees are big brown, and hard and tuth.' feels a little incongruous given the preceding sentence is about escaping from a Tiger. In comparison to the perfect use of tense in Piece B, the present and past tense is surprisingly muddled in this example of the pupil's work (I saw a Tiger running after me and he wants to eat me.) and, although the order of events is clear, it is more difficult to judge how much time has passed in the narrative as there less signposting (such as through adverbials) in this piece.

In reviewing the writing of Pupils A, B and C in detail, we are able to identify various pieces of evidence, referenced above, which show each of these pupils can be judged as WTS, particularly in relation to logical sequencing of ideas and simplistic sentences. Pupil C's writing is beginning to show some evidence of EXS, such as the use of adverbials to expand detail and support cohesion and largely accurate use of tense. However, these are only elements of statements required to meet EXS and to securely meet the higher standard, we would need to see evidence for each statement within the standard demonstrated securely across a collection of writing.

Summary

You will have revisited knowledge and strengthened understanding of assessment criteria for writing via the 'pupil can' statements, with a particular focus on:

- the WTS statement, 'write sentences that are sequenced to form a short narrative (real or fictional)'
- the working at EXS statement, 'write simple, coherent narratives about personal experiences and those of others (real or fictional)'
- the transition between these two statements through exploration of pupil work.

Final 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:



