



Key stage 1 (KS1) English writing teacher assessment moderation: self-led training resources

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

Response document

This document accompanies KS1 Training Exercise 4. 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 and B for pupils A, B and C.

Activity 1: Exploring the impact and features of coherent writing to support decision making between working towards (WTS) and the expected standard (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 (inside speech bubbles) and identify which ones describe writing at WTS. Record them here.

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

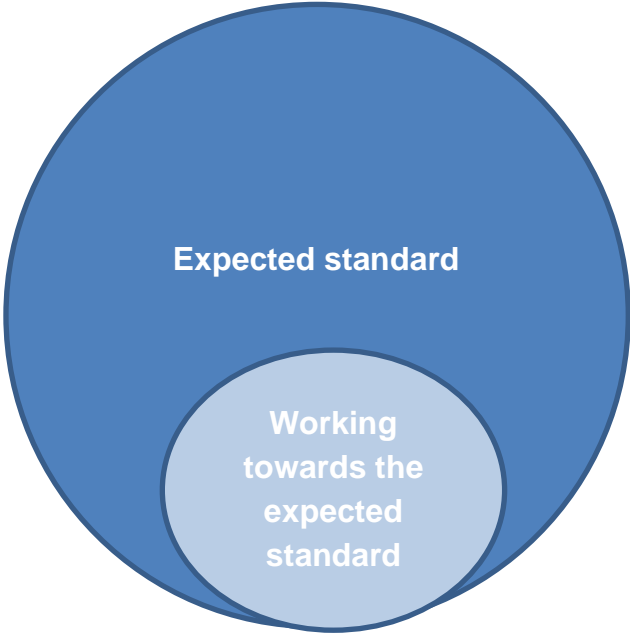


Reflect on how this key feature, although less prevalent in WTS, is still evident and important to the logical sequencing of ideas.



Activity 1b: Recognising technical facilitators of cohesion


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 the WTS and EXS.



EXS



WTS



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?

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 the 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 narrative description

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence

Pupil A – Piece B: a story

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence

Pupil B – Piece A: a mood paragraph

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence

Pupil B – Piece B: a retell

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence

Pupil C - Piece A: setting description

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence

Pupil C - Piece B: a retell

Evidence for WTS and/or features which support sequencing/coherence	Inhibits coherence

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?

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:



Activity 1c: Identifying evidence of coherence in narrative writing

A significant distinguishing factor between the statement for WTS and work at the EXS is the pupil's ability to create and sustain coherence.

In previous training, you considered the concept of coherence in relation to the greater depth standard, specifically relating to how pupils write 'effectively and coherently'. To achieve EXS, pupils must write coherently and show secure evidence of the 'pupil can' statement 'write simple, coherent narratives about personal experiences and those of others (real or fictional)'. As a moderator, your understanding of coherence, the devices which support it and the ability to support teachers in identifying coherence in pupil writing, must be robust. With this in mind, list the features of writing which build and support coherence at EXS.

Devices that support coherence



Activity 2: Exploring narrative writing and looking for evidence of the 'pupil can' statements

WTS: the pupil writes 'sentences that are sequenced to form a short narrative'

EXS: the pupil writes 'simple, coherent narratives about personal experiences and those of others (real or fictional)'

Read the narrative pieces taken from collections for four pupils: A, B, C and D.

Drawing on your understanding of these 'pupil can' statements and linking to the above thinking from the Activities so far, make notes on the extent to which each piece of writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Record your initial thoughts by annotating the text or using the notepad.

Pupil A: a narrative

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil A:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

 Pupil B: a narrative

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil B:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

 Pupil C: a narrative

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil C:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

 Pupil D: a narrative recount

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil D:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

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