



Standards  
& Testing  
Agency

# Key stage 1 English writing teacher assessment moderation

Self-led training resources: Exercise 5

2022

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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 KS1 writing, as part of LA moderation visits.

The activities are designed primarily 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 5: Exploring narrative in relation to the 'pupil can' statements for working towards the standard (WTS) and working at the expected standard (EXS)


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:

- a deeper understanding of narrative form in relation to the relevant 'pupil can' statements for EXS
- recognition of the difficulties that pupils may experience when writing narrative and how these might present themselves
- further reinforcing understanding of the standards through exploration of pupils' work.

## Your role

Your role as a moderator is to work alongside teachers to build a picture of what a pupil can do from 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: Defining narrative and allocating standards

This activity will focus on two 'pupil can' statements at two standards from the teacher assessment frameworks:

- WTS: The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)
- EXS: The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

This activity will highlight terminology common to both statements and explore evidence for these statements. You will consider how progression is evidenced within pupils' writing.

Within the moderation discussion, there must be ongoing opportunity for teachers to articulate their understanding of all the 'pupil can' statements. To assess writing accurately and link evidence to the relevant 'pupil can' statements, it is important that teachers have a robust understanding of all terminology therein. As such, it is equally important that moderators can explicitly define and exemplify these terms, to provide support and guidance within the professional discussion.

### Activity 1a: Defining 'narrative'

Narrative, in all its forms, is central to children's learning. It is used as a tool to organise ideas and explore and record experiences. Children will experience a range of narratives throughout their education and the range is likely to be very wide. Composing narrative is an essential means for children to express themselves creatively and imaginatively. 'Narrative' is a term which is used within each of the 'pupil can' statements above, that you will explore further.

In the space below, record your definition of the word 'narrative.'



**Notepad**

Compare your definition to the one given below:

A narrative is an account of connected events, real or imagined, usually in chronological order. Pupils use narrative as a tool to help them organise thoughts and to explore new ideas and experiences. Narratives can vary significantly in type; many share a common purpose but often require a set of skills and authorial knowledge specific to each narrative form. Narratives are written in constructive format, and often include plot, character(s), structure, setting, and theme.

Narrative form can include stories, letters, poetry, recounts, reports, diaries etc.

This definition suggests that narrative form is not simply to do with storytelling but is representative of a wider range of skills and knowledge which contribute to each particular narrative outcome.

Understanding these outcomes can deepen the moderation discussion; deeper knowledge means practitioners are able to identify the extent to which a pupil either writes sentences that are sequenced to form a short narrative (WTS) or have progressed further to write simple, coherent narratives about personal experiences and those of others (real or fictional) (EXS).

There is a fundamental pattern to narrative form that children must internalise to create their own narratives, whether fictional or based on experiences. Understanding narrative form and outcomes can help moderators and teachers to determine the extent to which a pupil writes sequentially only, or coherently, with purpose and development.

With outcomes in mind, now complete the table below with examples of narrative outcomes, considering purpose, language features and structure. One has been done for you.

| Narrative outcome | Purpose(s)   | Language features  | Structure  |
|-------------------|--|--|--|
| Fairy tale        | <ul style="list-style-type: none"><li>entertain</li><li>convey cultural information that influences behaviour (for example, where it is dangerous to go.)</li><li>share cultural beliefs</li></ul> | <ul style="list-style-type: none"><li>formulaic sentences, phrase repetition, ref to magic</li></ul> | <ul style="list-style-type: none"><li>hero/heroine/setting introduction, villain and associated task/problem, resolution</li></ul> |
| Fable             |  |  |  |

|                  |  |  |  |
|------------------|--|--|--|
|                  |  |  |  |
| Traditional tale |  |  |  |
| Adventure story  |  |  |  |



Your thoughts may have included, but not been limited to, the points below:

| Narrative outcome    | Purpose(s)   | Language features  | Structure   |
|----------------------|--|--|---|
| Fable                | <ul style="list-style-type: none"> <li>• entertain</li> <li>• teach the reader a 'life lesson'</li> <li>• passed down the ages through oral storytelling traditions</li> </ul>   | <ul style="list-style-type: none"> <li>• symbolism, short, fictional narrative in prose or verse</li> </ul>  | <ul style="list-style-type: none"> <li>• usually feature anthropomorphized animals and natural elements as main characters</li> <li>• simple conflict and a resolution, followed by a moral (an overarching rule to live by that transcends the specifics of the story) and/or proverb</li> </ul> |
| Traditional tale     | <ul style="list-style-type: none"> <li>• entertain</li> <li>• originating from oral traditions – pass on traditional knowledge</li> <li>• share cultural beliefs</li> <li>• themed to deal with 'life's issues'</li> </ul> | <ul style="list-style-type: none"> <li>• rich, evocative vocabulary, repetitious and patterned language</li> </ul>   | <ul style="list-style-type: none"> <li>• archetypal opposite characters (good and evil, wise/foolish, strong/weak)</li> <li>• often based on a quest/journey</li> <li>• strong use of imagery</li> </ul>  |
| Adventure story      | <ul style="list-style-type: none"> <li>• entertain</li> <li>• fuel imagination</li> <li>• elevate senses</li> </ul>  | <ul style="list-style-type: none"> <li>• dialogue to advance the action, blend action and description, powerful verbs for impact, pace and action</li> </ul> | <ul style="list-style-type: none"> <li>• setting which includes potential for danger or threat.</li> <li>• description draws reader in</li> <li>• recount or retell a series of events</li> <li>• cumulative problems build up suspense</li> <li>• high impact resolution</li> </ul>              |
| Contemporary fiction | <ul style="list-style-type: none"> <li>• entertain</li> <li>• create empathy with</li> </ul>   | <ul style="list-style-type: none"> <li>• familiar language, sometimes colloquial/informal</li> </ul>   | <ul style="list-style-type: none"> <li>• characterisation of a protagonist, experiences a</li> </ul>  |

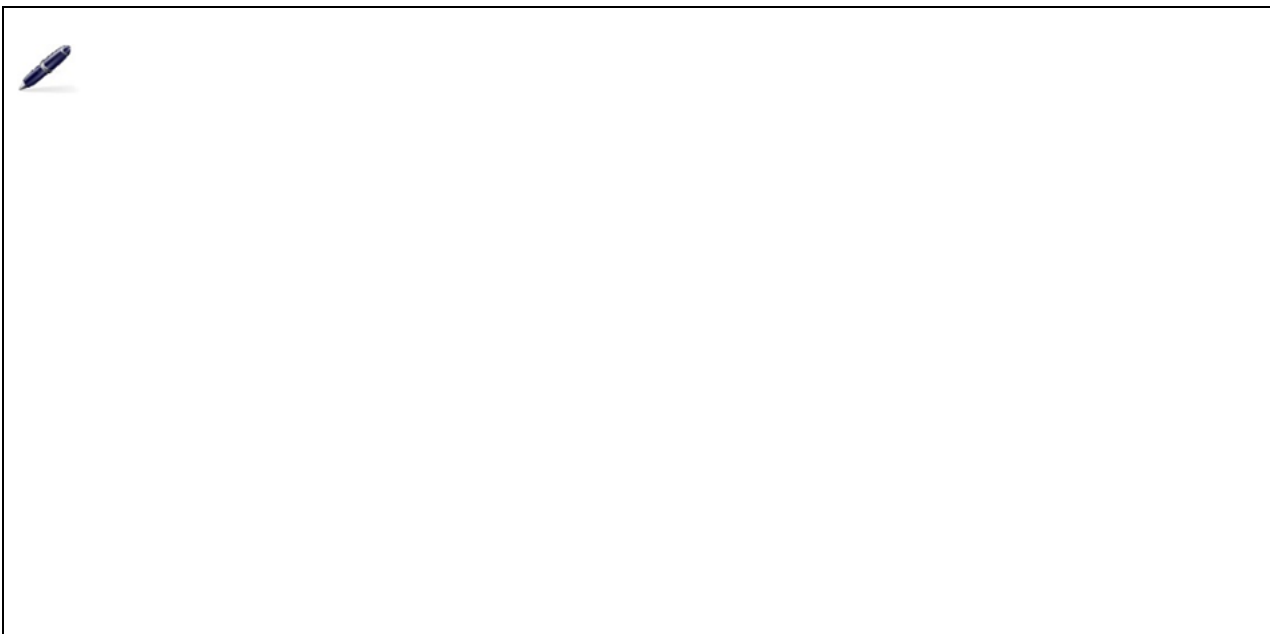
|  |                     |  |  |
|--|---------------------|--|--|
|  | familiar characters |  | 'familiar' situation (for example, related to friendships, family etc.). |
|--|---------------------|--|--|

This table shows a small selection of narrative forms. Children will encounter more complex narrative forms as they progress through their education, many of which have not been included in this table.

Recognising the constructs of different narrative types and associated features helps in distinguishing a 'short narrative' from one which demonstrates coherence, development and how far it provides evidence for other statements within a standard.

### Activity 1b: Identifying difficulties in composing narrative

Now consider specific difficulties that some pupils may demonstrate when tackling a narrative. How might these difficulties present themselves? Make notes in the space below.



Your list may have included (but is not restricted to) the following points:

- short texts lacking detail/information
- difficulties in scene setting (child just 'launches' into the story with no build up)
- events not linked together
- story is not organised or coherent
- irrelevancies
- obvious gaps in language acquisition
- difficulty in physically recording – writing hard to read/spelling poor

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 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 (GDS), 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 the EXS.

### Devices that support coherence



Your notes may have included (but are not restricted to) the following points:

- logical sequencing of ideas, including organisational features
- adverbials of time
- awareness of purpose and audience
- adherence to conventions of genre and text type
- descriptive language and expanded noun phrases
- adjectival phrases
- subject/content specific vocabulary
- correct demarcation
- the use of subordination and co-ordination
- different sentence types for form and purpose for example, action, reaction, exclamation
- correct use of present and past tenses, including, where appropriate, the progressive form

Having considered the definition of narrative, the construct of narrative form, potential difficulties that may present themselves and expectations relating to coherence, you will now explore some pupil work.

## 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 texts.

Reminder – definition of narrative:

A narrative is an account of connected events, real or imagined, usually in chronological order. Pupils use narrative as a tool to help them organise thoughts and to explore new ideas and experiences. Narratives can vary significantly in type; many share a common purpose but often require a set of skills and authorial knowledge specific to each narrative form. Narratives are written in constructive format, and often include plot, character(s), structure, setting, and theme. Narrative form can include stories, letters, poetry, recounts, reports, diaries etc.

### Pupil A: a narrative

Reminder: make notes on the extent to which the writing:

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

Context: as part of their class work on pirates, pupils wrote a story incorporating an exciting event.

The black shadowe the black shadow..  
he went over seven seas. The  
greedy Pirat are greedy becau they  
like biscits. The pirates where  
having a good day when  
a venchree a red walet came out of  
the darck blackresea. The ship was  
cavod with red blood and the  
blood was the water and the ship  
went in the sky. And the plse  
was a mess the baris fel o of  
the ship now one whentint he ingy  
blacksea. The larst battle and the  
good gus wone the battle and  
the bad gus lost the battle  
the bad guse hasa punishment  
the bad guse wacked the  
planck.



## Notepad

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

Reminder: make notes on the extent to which the writing:

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

Context: pupils wrote the continuation of an adventure story featuring Amelia Earhart.

Speedily Amelia ran into  
her dark red plane. She immediately she  
turned her engine on and she  
rushed into the bright blue sky.

When she looked in the distance  
she saw a massive island  
with large cawnet trees and  
sounded with salty water.

"That's a amazing island I want  
to go there" she shouted.

She carefully landed on  
the massive island she felt the  
wet trees that were wet because  
the water was splashing  
on it.



Amelia jumped off  
her plan She could see lush dark  
green trees and she saw dark  
blue birds singing, she also heard  
light blue fish. Suddenly she felt  
something on her shoulder in the  
leaves...



#### Notepad

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

Reminder: make notes on the extent to which the writing:

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

Context: pupils wrote their own version of the traditional tale 'The three little pigs'.

Once upon a time there were three little  
Wolves and they lived in their Mummy's  
house! One day their Mummy said go and  
build your own house. When the Wolves  
walked through the woods they were walking  
down the path and they saw a Kangaroo.  
They said to the kangaroo please can I have  
some of your red yellow bricks? Yes  
said the kangaroo and they built a sturdy  
strong house. Then the big bad pig came  
walking ~~pa~~ down the path and saw the  
Wolves playing croquet and they <sup>slowly</sup> walked  
inside the house but the big bad pig got  
his sledgehammer and whacked the house  
down.

The three little wolves walked and walked through the woods. They saw a beaver and they said to the beaver please can I have some of your concrete? Yes said the beaver and he gave them some concrete. After they built the house they played badminton this time the big bad pig used a pneumatic drill. They walked again and they saw a rhinoceros and he gave them 67 padlocks, iron bars, barbed wire, metal. Not long after when they were playing hopscotch, the big bad pig came again and boom! Went the house with dynamite and they ran away. They ran through the woods and met a flamingo and she gave them some flowers.

They built a flower house and the big bad pig came and he smelted the flowers and he became good. Then played together on a field.



## Notepad

Now 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

Reminder: make notes on the extent to which the writing:

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

Context: pupils wrote a recount of their school trip to a Forest School.

Last Tuesday 8<sup>th</sup> June I went  
to Forest School  
I couldn't sleep because I was  
~~so~~<sup>super</sup> excited.  
First I got on the coach that  
took 40 minutes. <sup>D</sup>during the journey  
I talked. When we <sup>eventually</sup>~~finally~~  
arrived I admired the  
leafy trees, the fluffy clouds, the  
clean cars and the important signs.  
I first <sup>built</sup>~~made~~ <sup>some shelter</sup> houses for <sup>the</sup> forest  
animals. Next I went on a  
nature walk and found <sup>Slimey</sup>  
a frog. <sup>a ^</sup>  
I felt weird because <sup>the frog</sup>~~it was~~  
was slimy. When it was <sup>Playtime</sup>  
[ ]'s boat went in the mud  
but <sup>P</sup>[ ] dug it out with a  
pan. <sup>\*1</sup> Our ~~third~~ activity was eat lunch  
What a fun  
day we had! If you want to ~~\*2~~

\*1 While we were eating lunch

M  lit a fire. After lunch

we roasted marshmelos.

\*2 Know about nature go to F forest

S school



### Notepad

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.

Your notes may have included, but not been limited to, the following points:

### Pupil A

The collection from which this piece was taken was judged as WTS overall

Narrative definition is reflected by:

- events that occur one after the other in a list like way although there is a clear ending (the bad guse wackd the planck.)
- however, build up, introduction of characters and scene setting is lacking.

Difficulties in narrative evidenced through the fact that:

- the story lacks development, aside from occasional detail (The ship was covod with red blod and the blod was the water... the plse was a mess)
- events are not linked together coherently
- writing is peppered with irrelevancies (The greedy pirates are greedy becau they like biscits).

Details of personal experience of either the writer or a character:

- no insight into emotions of characters or expansion of detail.

Key aspects of coherence – or lack of – include:

- generally consistent use of tense
- some co-ordination through repeated use of 'and' and some subordination
- however, the narrative is list like and jumps around
- key events are clear, but lack of detail and development of ideas prevents the story being impactful or overly successful for the reader.

## Pupil B

The collection from which this piece was taken was judged as EXS overall.

Narrative definition is reflected by:

- events which are presented sequentially and chronologically – time adverbials support this
- details which serve to expand and entertain
- difficulties in narrative are minimal.

Details of personal experience of either the writer or a character are shown through:

- carefully chosen vocabulary which allows reader to experience the narrative (she rushed into the bright blue sky) supported by speech (“That’s a amazing island I want to go there ^she shouted.).

Key aspects of coherence include:

- consistent use of tense
- co-ordination to support sequencing and subordination to provide reasoning and development
- expanded noun phrases which add detail and interest
- creation of suspense in the last line which forms an exciting conclusion and provides some intrigue for the reader.



## Pupil C

The collection from which this piece was taken was judged as EXS overall.

Narrative definition is reflected by:

- a conventional story telling opening line (Once upon a time there were three little Wolves) supported by regular time adverbials (One day...After... Not long after) which suggest chronology.

Difficulties in narrative:

- are minimal, although the pupil appears to have run out of steam by the end of the piece, where the conclusion is very abrupt (Then played together on a field.) which affects the overall impact on the reader.

Details of personal experience of either the writer or a character is shown through:

- sequenced actions and some development of ideas which means the experience of the little wolves is clearly portrayed.

Key aspects of coherence include:

- events which are sequenced clearly
- vocabulary that is generally well chosen (whacked... swiftly... boom!)
- one expanded noun phrase that provides detail (sturdy strong house...)
- tenses that are consistently accurate
- co-ordination and subordination which is simplistic but used effectively
- a narrative which reflects the construct of the traditional story; however the abrupt ending affects the overall impact on the reader.

## Pupil D

The collection from which this piece was taken was judged as EXS overall.

Narrative definition is reflected by:

- a clear structure and events of the day that are sequenced chronologically
- details and events which are expressed clearly through narrative form
- thoughts which are organised and linked through subordination and time adverbials.

Details of personal experience of either the writer or a character is shown through:

- consistent use of first person which provides insight into the writer's day, including use of an exclamation mark to express enthusiasm (What a fun day we had!).

Key aspects of coherence include:

- time adverbials to support chronology (Last Tuesday... First... Next... When it was playtime... After lunch)
- noun details which develop detail and create interest (leafy trees... fluffy clouds... slimey frog)
- well used co-ordination and subordination
- consistent use of the simple past tense
- a final address directly to the reader, which hooks the reader back in to engage with the text (If you want to know about nature go to fForest sSchool.).

It is important to remember that judgements cannot be awarded to pupils based on a single piece of writing. Collections must demonstrate evidence that the pupil is able to produce writing that meets all the statements for a standard across a range of pieces.

## Key point

Examining each piece individually and reflecting on the concept of narrative form helps you, as a moderator, consider the extent to which pupils write basically sequenced sentences or have developed this skill further and write coherent narratives. The ultimate aim is, of course, that you support teachers in pinpointing evidence in their own pupils' writing to validate the assessment judgements awarded.

## Summary

In this exercise, you have:

- revisited knowledge and understanding of assessment criteria for writing against the 'pupil can' statements, with a particular focus on:
  - a deeper understanding of narrative form in relation to the relevant 'pupil can' statements for EXS
  - recognition of the difficulties that pupils may experience when writing narrative and how these might present themselves in writing
- recapped your understanding of coherence and evidenced this within writing
- explored some writing types which may be encountered as evidence for 'narrative' although it is important to note that the form of evidence supporting a teacher's judgement is entirely up to the teacher, providing it meets the requirements of the frameworks
- further reinforced your understanding of the standards through exploration of pupils' work.



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: