



Standards
& Testing
Agency

Key stage 1 (KS1) English writing teacher assessment moderation

Self-led training resources: Exercise 6

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 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 6: The use of co-ordination and subordination in creating coherent writing


This exercise should take approximately 45 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.

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

In this training you will explore the KS1 national curriculum requirement to use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join clauses. You will look at how the use, misuse or omission of co-ordinating and subordinating conjunctions impacts the coherence and effectiveness of writing and relate this information to statements at expected standard (EXS) and greater depth standard (GDS).

- activity 1a introduces you to the function of co-ordination and subordination and explores the impact of use on coherence.
- activity 1b focuses on grammatically sound examples of co-ordination and subordination and asks you to judge their impact.
- activity 2 is an exploration of three pupil texts to determine how the use, misuse or omission of conjunctions impacts on coherence (EXS) and effectiveness (GDS).

It should be noted that the use of co-ordination and subordination is one of various devices which pupils can use to support coherence, and is the device focused on in this training exercise. Coherence itself is a concept that can be determined through a host of criteria; co-ordination and subordination often (but not always) add to the coherence of a piece.

After completing this exercise you will have revisited knowledge and understanding of the 'pupil can' statement use co-ordination (for example, or/and/but) and some subordination (for example, when/if/that/because) to join clauses and considered how skilful use of these devices also contributes to evidencing GDS 'pupil can' statement 'write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'.

Your role

Your role as a moderator is to work alongside the teacher to build a picture of what pupils 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: The function of co-ordinating and subordinating conjunctions

Co-ordination and subordination are both defined and exemplified in the national curriculum. These definitions and examples are shown below for your convenience:

Term	Guidance	Example
Co-ordination	<p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (for example, and, but, or). In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.</p>	<p>Susan and Amra met in a café. [links the words Susan and Amra as an equal pair] They talked and drank tea for an hour. [links two clauses as an equal pair] Susan got a bus but Amra walked. [links two clauses as an equal pair]</p> <p>Not co-ordination: They ate before they met. [before introduces a subordinate clause]</p>
Subordinate, subordination	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> ▪ an adjective is subordinate to the noun it modifies ▪ subjects and objects are subordinate to their verbs. <p>Subordination is much more common than the equal relationship of co-ordination.</p>	<p>big dogs [big is subordinate to dogs] Big dogs need long walks. [big dogs and long walks are subordinate to need] We can watch TV when we've finished. [when we've finished is subordinate to watch]</p>

Pupils working at the EXS are required to use co-ordination and some subordination to join clauses. Joining clauses in this way can (but does not always) increase the overall coherence of writing.

More specifically, the KS1 examples of co-ordinating conjunctions (or/and/but) provide a mechanism to succinctly present possibilities, connect ideas and create contrast. The subordinating conjunctions listed (when/if/that/because) expand on this, by giving pupils the opportunity to explain why or describe concurrent events.

Activity 1a: Using co-ordination and subordination accurately

The purpose of this exercise is to explore the function of co-ordination and subordination in relation to pupil work samples and identify whether the use of these constructs acts as a device to create coherence (EXS) or adds to the effectiveness of writing (GDS). It is also important to consider whether the use, or overuse, of these devices hinders the flow of writing and creates a list-like flow, more associated with WTS.

Your role during the moderation visit is to support teachers in their understanding of the standards and statements therein and help to exemplify where writing evidences, or fails to evidence, particular statements. You must communicate that 'box ticking' is not the appropriate way to award judgements for writing, so, considering the use, functionality and success of grammatical devices should be considered more important than just the existence of the device (for example, a piece of writing which includes 'and' repeatedly 'ticks the box' for the inclusion of co-ordination, but its over use hinders coherence rather than supports it).

Read the piece of writing below and annotate the text where:

- the use of conjunctions increases coherence
- the lack of or misuse of a conjunction creates incoherence.

Piece A

Context: a recount of the Bible story, 'Jonah and the Big Fish.' This piece has been taken from a collection which was judged overall to be working towards the EXS.

at the beginning God was telling Jonah to do something but Jonah ignored God he ran away. Jonah quickly got on a boat.

Jonah sailed on a boat and suddenly Jonah just said throw me in the water.

as soon as the people heard him they just threw Jonah in the water suddenly a big, colossal fish saw Jonah and swam to him.

He gobbled him up. Jonah was praying to God.

Jonah was in the fishes belly for three nights and three days then finally the fish spit Jonah out. what a lucky man he is.

Now compare your notes to the table below.

Example sentence(s)	Notes
<p>At the beginning God was telling Jonah to do some thing <u>but</u> Jonah ignord God he ran away.</p>	<ul style="list-style-type: none"> • the co-ordinating conjunction but contrasts the attitudes of the two subjects (God and Jonah). • although the short sentence (he ran away) could be an impactful stylistic choice to draw attention to Jonah's subsequent action, the lack of sentence demarcation and/or co-ordination indicates that the pupil does not have a secure grasp of sentence boundaries and/or co-ordination here. • example alternative: At the beginning, God was telling Jonah to do something, <u>but</u> Jonah ignored God <u>and</u> tried to run away from him.
<p>Jonah quickly got on a boat. Jonah sailed on a boat <u>and</u> suddenly Jonah just said throw me in the water.</p>	<ul style="list-style-type: none"> • the lack of a conjunction to connect Jonah's getaway creates unnecessary repetition between the first two clauses. • example alternative: Jonah quickly got on a boat and sailed away. • although the co-ordinating conjunction 'and' has been used in the second sentence to connect events in time (Jonah's request comes after him sailing on the boat), without prior knowledge of this story, it is difficult to understand why Jonah has asked to be thrown overboard. A subordinate clause is needed to explain Jonah's thinking. • example alternative: Suddenly, a storm broke out. Jonah asked the sailor to throw him in the water because he thought the storm was his punishment from God.
<p>As soon as the people herd him they just threw Jonah in the water...</p>	<ul style="list-style-type: none"> • the subordinating conjunction as soon as is well used at the start of this sentence and connects the sailor's action to a specific point in time.
<p>Suddenly a big, collosal fish saw Jonah and swam to him</p>	<ul style="list-style-type: none"> • the co-ordinating conjunction and functions in this sentence to join two parts of a sentence, one part happening after the other.

<p>He gobbled him up. Jonah was praying to God.</p>	<ul style="list-style-type: none"> • whilst the reader might be able to interpret the sequential or consequential link between these two short sentences, an additional clause or phrase would increase clarity. • example alternative(s): <ul style="list-style-type: none"> • when the fish gobbled him up, Jonah prayed to God for his release. • Jonah was praying to God to release him.
<p>Jonah was in the fishes belly for three nights <u>and</u> three days then finally the fish spit Jonah out.</p>	<ul style="list-style-type: none"> • the co-ordinating conjunction <u>and</u> connects two noun phrases to emphasise the length of time spent inside the fish. This draws on a familiar function of the co-ordinating conjunction in which the same words are joined together to make the meaning stronger, for example, we waited for hours <u>and</u> hours. • the final clause in the sentence uses the adverb then to describe the order of events. Although a co-ordinating conjunction is not used, the implied meaning is 'and then'. • example alternative: Jonah was in the fishes belly for three nights and three days. Finally, the fish spit Jonah out.
<p>What a lucky man he is.</p>	<ul style="list-style-type: none"> • no co-ordination or subordination needed here, as this is a good example of an exclamation sentence type.

Activity 1b: Using co-ordination and subordination purposefully and skilfully

In Activity 1a, we reviewed Piece A and analysed the impact of co-ordination and subordination on clarity and coherence.

In this activity, we will look at several more extracts from pupils' writing with a focus on how effective the choices of co-ordination and subordination are in each sentence.

First, review the following sentences and give an initial judgement as to how skilfully the use of co-ordination or subordination is in the sentence. Make notes as you go along about why you made your judgements.

		Not skilful	Partially skilful	Skilful
1	They eat small, orange krills because that is what they eat.			
2	The dangerous dark waves roar on the enormous rock but they are harmless against the strong unbeatable wall.			
3	These precious animals are at risk of becoming extinct if we don't help.			
4	He is dangerous, he is fierce and you shouldn't go near or else you will be eaten up.			
5	I'm writing to you because I want to know a lot about Jamaican wild life because I love animals.			
6	Can you please answer these questions when you have time?			
7	I really had fun on my holidays because I went to places of my language.			
8	I wish that I could see a real gorilla for my birthday.			
9	If you see this creature do not approach him, instead call for the police.			
10	Captain Red Beard was a fierce but fair pirate...			

Comparing notes

		Not skilful	Partially skilful	Skilful
1	They eat small, orange krills because that is what they eat.	/		
2	The dangerous dark waves roar on the enormous rock but they are harmless against the strong unbeatable wall.			/
3	These precious animals are at risk of becoming extinct if we don't help.			/
4	He is dangerous, he is fierce and you shouldn't go near or else you will be eaten up.			/
5	I'm writing to you because I want to know a lot about Jamaican wild life because I love animals.		/	
6	Can you please answer these questions when you have time?			/
7	I really had fun on my holidays because I went to places of my language.		/	
8	I wish that I could see a real gorilla for my birthday.			/
9	If you see this creature do not approach him, instead call for the police.			/
10	Captain Red Beard was a fierce but fair pirate...		/	

- although example one is grammatically accurate, the addition of a subordinate clause does not provide any further information about the Blue Whale. Given this clause is superfluous, the use of subordination in this sentence is not particularly effective.
- in comparison, the first subordinate clause in example five is effective as it explains the reason for writing. Although there is technically no limit to the number of subordinate clauses within a sentence, the second use of 'because' in this example (because I love animals) feels repetitive because the additional clause does not add anything that the reader cannot infer from the preceding clause.
- the last use of 'because' in this exercise (example seven) is simple, but effective. The subordinate clause provides a rationale for the writer's enjoyment of a holiday.
- examples three and nine both use the subordinating conjunction 'if' effectively. In example three, 'if' is used to connect an uncertain action (whether the reader helps) with the result of inaction (animals becoming extinct). This use of subordination is effective as a persuasive call to action. In example nine, the subordinate clause is used at the start of the sentence to explain the course of action to take should

something else happen. This is also effective in this context as it warns the reader about what to do should the creature appear.

- example four is also a warning to the reader. In this sentence, 'or else' functions like a conjunction to describe what will happen if you ignore the advice and get too close to the creature.
- example six is interesting because the 'when' is used as a subordinating conjunction to describe an uncertain situation (for example, we don't know whether the person receiving the letter has time). Although it is not certain that that the recipient will respond, the use of 'when' is arguably more persuasive in this context because it implies to the recipient that they should have time. Although 'if' would be the usual choice in this sentence, it is important to take the overall context of the piece into consideration when judging effectiveness.
- in example eight the subordinate clause functions as the object of a verb 'to wish'. This sentence structure is used frequently in spoken language, occasionally with the subordinating conjunction 'that' omitted. The overall sentence structure effectively describes a birthday desire.
- examples ten and two both use the co-ordinating conjunction 'but' for contrast. In example ten, 'but' is used to contrast two characteristics of the pirate using the familiar expression, 'firm but fair'. Example two is a really strong example of contrasting two clauses and is figurative: the syntax matches the description of the waves buffeting up against the impenetrable wall.



Reminder:

For the purposes of this exercise and to analyse effective/ineffective use of co-ordination and subordination, we are looking at individual sentences which have been taken out of context. However, when considering overall coherence during a moderation visit, it is essential to consider the text as a whole as well as the other pieces in the collection. You must take into account the various devices which help to build and support coherence when considering the judgement awarded.

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: Looking at co-ordination and subordination in more detail using a selection of pupils' work

Using our analysis and review of co-ordination and subordination, we will now review three further pieces of pupil writing to explore how the use, misuse or omission of co-ordinating and subordinating conjunctions impacts on coherence and effectiveness. These descriptors are intentionally drawn from the KS1 'pupil can' statements from the teacher assessment framework. As you will have seen by now, how the pupil uses co-ordination and subordination in their writing can support your judgement as to whether the pupil is working at EXS or at GDS.

Before turning to the pupil texts, summarise the ways in which co-ordination and subordination can increase or detract from the effectiveness of a piece of writing based on Activity 1:

Ineffective use	Effective use
<ul style="list-style-type: none">• for example, a grammatically accurate subordinate clause that does not add any new information••	<ul style="list-style-type: none">•••••

Now read the three pieces of writing below. Identify and explain the effect that the use, misuse, or indeed intentional/unintentional lack of use of co-ordination and subordination has on the writing. Pay particular attention to any examples of co-ordination and subordination that increase the overall coherence and/or effectiveness of the writing. In each case, explain how these examples relate to the following 'pupil can' statements

- the pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional) – EXS
- the pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing – GDS

Piece B: a persuasive letter

Context: based on the text 'The Secret of Black Rock' by Amanda Smyth, the pupil wrote a letter to persuade adults to leave the mysterious creature 'Black Rock' alone. This piece was taken from a collection that was judged overall to be working towards EXS; this particular piece was noted as evidencing many statements for EXS.

Dear Grown ups,
I strongly believe that you should not destroy the Black Rock because if you destroy black rock lots of animals will die and plants need fish and plants help animals and animals help humans so if you destroy Black Rock all of that will be destroyed. Also if you destroy it all those animals will turn into land animals and they will talk over your homes. It also helps people and it might be the last one of its kind so it wont be able to save you when you

drown. Also if you hurt it it will get angry and he will kill you! Also if you kill it what will you fish?

Piece C: a postcard

Context: a postcard about a visit to the seaside in Victorian times. This piece was taken from a collection that was judged overall to be working towards EXS; this particular piece was noted as evidencing many statements for EXS.

Dear Mum and
dad,
I went the
seaside on
steam train.
I went with
my cleansed
non tought
cloths. First
I decided to
go for a swim.
So I exittedly
jumped into a



Mum dad
2485

bathing maching
and put on my
bathing cloths. I
quickly jumped in
the water it was
cold but I
maniched to hold it
together. When I
got out of the
sea I was freasing
so I thought a
walk along the
peir would dry
me off. Meanwhile
I was walking
I found a punch

and Judy show
I decided to go
and watch it.
After the show was
over I was fully
dry but I was
really hungry so
I ate a hokey
pokey and fish
and chips.
Hope I see you
soon love from

Piece D: a biography

Context: as part of their learning about the famous nurse, the pupil wrote a biography of Florence Nightingale. This piece was taken from a collection that was judged overall to be working at the expected standard; this particular piece in its entirety was noted as evidencing many statements for GDS.

Florence's legacy

On 1910 Florence died sadly but she achieved many amazing things in her life. Florence was inspirational because she made hospitals better places for every one to be in. After she died a Florence museum was made so every one can remember her. In 2020 Florence Nightingale hospitals ^{were} ~~was~~ made to treat people with covid. Florence Nightingale was significant and we still learn about her today.

Key points

Piece B starts persuasively and with impact; a subordinate clause explains the purpose of the letter (I strongly believe that you should not destror the Black Rock). Expansion continues with the subordinating conjunction because and continues with a string of consequences connected with the co-ordinating conjunction and (because [if you desdroy black rock] lots of animals will die and plants need fish and plants help animals and animals help humans so [if you destroy Black Rock] all of that will be destroyed.)

Although the repetition of the conditional phrase (if you desdroy black rock) emphasises the importance of the reader's decision in this matter, it also adds to the overall complexity of the sentence and on balance reduces the coherence of this sentence. Similarly, the repetition of the co-ordinating conjunction and as well as deliberate repetition for emphasis (for example, using the word animals at the end of one clause and the start of another) is a powerful technique for persuasive writing beyond the expectations of a KS1 pupil. However, this loses effectiveness in the sentence as a whole and therefore affects coherence and flow.

The rest of the letter also uses multi-clause sentences, but they are shorter and more controlled. For example, the subordinating conjunction if is used to offer a warning to the reader and the co-ordinating conjunction and is used to convey how events will escalate if the letter is ignored.

Overall, this pupil demonstrates clear understanding of the function of a variety of co-ordinating and subordinating conjunctions. During a moderation discussion, you would note that yes, this pupil certainly does use co-ordination and subordination. However, the lack of structured control of these devices, particularly in the first half of the letter, affects the overall coherence of the piece and the result is slightly disjointed.

Piece C describes a day at the seaside from the perspective of a Victorian child. The pupil uses a range of subordinating conjunctions (and/but/so/when) to describe the day out in a clear and engaging way. There are some precise examples in this piece of multi clause sentences that begin with a subordinate clause that situates events in time and ends with another clause that explains a decision (When I got out of the sea I was freasing so I thought a walk along the peir would dry me off). This use of conjunctions is also supported well throughout with adverbials (First/After) which increase the overall coherence of the piece.

Although co-ordination and subordination are mostly well used in this piece, the occasional lack of sentence demarcation (I quickly jumped in the water it was cold but I maniched to hold it together) or omission of a conjunction (Meanwhile I was walking I fownd a punch and judy show I decided to go and watch) detracts from the overall coherence of the piece.

In comparison, Piece D, which is written in the style of a biography about Florence Nightingale (1820 – 1910), is consistently accurate and effective. This piece was taken from a collection which was judged overall as working at the EXS; this particular piece was noted as evidencing many statements for GDS.

The writing starts with a multi clause sentence that contrasts the sad reality of Florence's death with the amazing things she did during her life, using the co-ordinating conjunction but. The following sentence then helpfully expands on these 'amazing things' by explaining, using the subordinating conjunction because, why Florence was so inspirational. Then the range of conjunctions used in this piece is expanded again with the use of a subordinate clause at the start of the next sentence (After she died a Florence museum was made so everyone can remember her.). Finally, the concluding sentence coherently summarises the biography as a whole. Although the syntax in this piece is less 'complex', the co-ordination and subordination used are highly effective and in keeping with the formal, factual style of a biography, showing evidence that this pupil has drawn on their wider reading to write effectively.

Summary

- to meet EXS the pupil must be able to, 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.
- the grammatical accuracy of multi clause sentences has an impact on the clarity and coherence of a piece of writing, but even grammatically accurate sentences can be more or less effective. The level of effectiveness depends on the choice of co-ordinating or subordinating conjunction, the overall syntax and where that sentence fits into the text as a whole.
- the most effective pieces of pupil writing in this training, which meet some of the requirements for GDS, have several features in common:
 - skilled choices of co-ordinating or subordinating conjunctions to create impact, reflective of wider reading. Pupils working at GDS will demonstrate use of these devices skilfully to create effective writing
 - a range of conjunctions to maintain interest, structured appropriately
 - varied syntax across the piece of writing, for example, a long multi clause sentence, followed with a single clause sentence for impact. This complex understanding of sentence structure is beyond that which would be beyond the requirements of KS1 but contributes towards evidencing the GDS 'pupil can' statement of 'writing effectively and coherently'.

- all the above are linked to the key distinguishing factor between EXS and GDS. The key differential between the two as relates to the use of co-ordination and subordination is why co-ordination and subordination has been used. In other words, what purpose does co-ordination and subordination serve in the writing? Does it increase coherence (EXS) or has it been used in a more complex, effective manner (GDS)? And how does its use positively impact the overall effectiveness of the piece?

Key point

In this training, you have explored the KS1 national curriculum requirement to use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join clauses. You have looked at how the use, misuse or omission of co-ordinating and subordinating conjunctions impacts the coherence and effectiveness of writing and related this information to statements at EXS and GDS.

When validating judgements for any standard it is important not to place emphasis on one particular statement within a standard. All statements within a standard must be consistently evidenced across a collection of writing in order for the standard to be validated.

When moderating pupil work, come back to the following questions

- is this use of co-ordination or subordination grammatically accurate?
- does this use of co-ordination or subordination increase the overall coherence of the piece?
- could the addition of a conjunction improve coherence?
- why has the pupil used co-ordination or subordination here? Does it serve this purpose? Is it effective?

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:

