



Standards
& Testing
Agency

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

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

Response document

This document accompanies KS1 Training Exercise 6. 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, B, C and D.

Activity 1: The function of co-ordinating and subordinating conjunctions

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 expected standard (EXS) or adds to the effectiveness of writing greater depth standard (GDS). It is also important to consider whether the use, or over use, of these devices hinders the flow of writing and creates a list-like flow more associated with working towards the standard (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 Piece A and annotate the text where:

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

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 enomous rock but thiy are harmless agen the strong unbeatable wall.			
3	These preshis animals are at risk of becoming extinct if we dont help.			
4	He is dangerous, he is fers and you shodent 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	Captian red beard was a fierce but fare pirate...			

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 TA 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 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 pieces B, C and D. In the table 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
<ul style="list-style-type: none">•
 Piece C
<ul style="list-style-type: none">•
 Piece D
<ul style="list-style-type: none">•

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:

