



Standards
& Testing
Agency

Key Stage (KS1) English writing teacher assessment moderation

Self-led training resources: Exercise 7

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 local authority 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 7: Exploring evidence systematically (expected standard)

In this training exercise, we will systematically review a sample of writing to build a judgment about the standard. We will do this using a range of writing for different purposes and by:

- exploring evidence relating to the 'pupil can' statements for working at the expected standard (EXS)
- considering evidence relating to the 'pupil can' statements for working at greater depth standard (GDS)
- becoming familiar with processes for considering evidence within pupil writing and drawing up lines of enquiry to guide the moderation process.

This exercise should take approximately 45-60 minutes to complete.


To complete this exercise, you will need the following document, on screen or in hard copy:

- [KS1 \(KS1\) 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

This exercise consists of three activities focusing on a collection of pupil work presented as being at GDS, but which has since been moderated as working at the EXS.

This disparity is reflective of scenarios you may experience whilst moderating in schools. Subsequently, the collection needs careful consideration to determine which judgement should be awarded, as it is not straightforward and requires careful evidencing. Each activity supports the process of considering evidence in relation to this judgement.

After completing this exercise, you will have:

- a stronger knowledge and understanding of assessment criteria for writing (the national standards and the 'pupil can' statements)
- greater confidence in building a picture of writing attainment through the systematic review of evidence.

Your role


Your role as a moderator is to work alongside the teacher to build a picture of what pupils 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. Moderation by LA moderators supports the broader aim of quality assuring standards at a national level.

Activity 1: Looking at a piece of pupil work to begin the process of deciding which statements it meets

Reminder: to validate a judgement, moderators need to feel assured that a pupil is consistently meeting all of the statements in the standard when judged across a whole collection of the pupil's writing. Your knowledge of a pupil's attainment builds as pieces of writing are presented and read. Each piece adds to the overall picture.

Activity 1a: Considering purpose (recount)

The writing you are about to see comes from a collection which has been moderated at working at EXS. Moderators noted that the collection provides some evidence for GDS.

Piece A is a recount. Before reading the piece, record your initial thoughts about the purpose of a recount and features of writing that support the writer to achieve that purpose: 

-
-
-
-

Your notes may have included but not been limited to some of the following features:

- the purpose is to inform
- records events in chronological order
- utilises the first person
- consistently writes in the past tense
- situates the reader in time and place
- occasionally captures personal reflections
- often uses adverbials and conjunctions to inform the reader.

Keeping these key features in mind whilst you read the first text will provide you with a sense of which 'pupil can' statements are likely to come out most strongly in this piece of evidence (for example. the past tense, strong organisational features such as adverbials, descriptive language), but also those that you may need to look closely for in the rest of the collection as you might be less likely to find them here (for example. present tense, character development, storytelling).

Activity 1b: Finding evidence for working at the expected standard

Now read Piece A closely.

identify and make notes about the evidence that supports the teacher judgement that the pupil is working at the EXS. Consider how secure the evidence is in this piece.

Piece A: a recount

Context: having discussed a school visit to a local wildlife park, the pupil writes about their experience.

Transcription

This week on Thursday the whole of year 2 went to Xxxxx Wildlife Park and it was the best day ever! When we got to school we did the register, we all went to the toilet and then we went outside to go into our groups. In my group was me, Oxxx, Nxxx, Hxxx and my mum. The journey was really long and I sat next to Oxxx. I was a bit bored but we finally got there. When we got through the main entrance we walked past the baboons. They were very lazy and I could tell that because they were all laying on the grassy floor. We walked a little bit more and we spotted the Painted dogs. The baby's were sleeping in the cave but one was still awake. We were about to go into the Lemur forest when all of a sudden that baby pup went to sleep. My group and Fxxxs group walked up the woodland trail and got into Lemur forest. In Lemur forest we didn't see the lemurs straight away because they were in their cage and they were cooling off in the shade. There were so many lemurs in the cage that we all thought there was no more left in the forest. We walked a little bit more down the path and spotted the warty pigs. Their snouts were a little bit long. The warty pigs were smaller than a normal sized pig. The two groups decided that we should all go and see the polar bears at Project polar. At Project polar we met four polar bears and their names were Pixal, Victor, Nobby and Nassan. We all saw Pixal, Nobby and Nassan jump into the freezing, cold water. After they climbed out of the freezing, cold, water everybody decided that we should go and see the marmosets so we all said goodbye to the polar bears and went to the marmosets. There was a walkthrough so we walked through the walkthrough and had a closer look. When we finished looking at the marmosets we looked at the anteaters because we wanted to. The anteaters were big and they were asleep because it was a very hot day. After that we started to walk to the wallaby walkabout. We only stopped by to look at them for a minute or so. Then we went for lunch and I had a grabag on the grass. When we were going out of the picnic area we looked at the meerkats and mongooses and they were lying on the floor. One meerkat was standing on top of a really big rock. The two groups walked to lion country and saw the lions protecting the rest of the pack. The lionesses were lying on the floor eating some meat. Then we walked all the way to the land of the tigers. One tiger was sitting on a wooden table in the shade and trying to cool off. The other tiger was lying in the shade and was on the floor. Next we went to see the Black rhinos wich were big, hevy and black. When we didn't want to look at the rhinos or any other animals at Xxxx Wildlife Park we started to walk back to the coach. On the way back to Cxxxxx I sat next to Oxxx again. We both played rock, paper, scissors shoot and we played it for the whole trip back to CXXXX. It was really fun.

Notepad

Which 'pupil can' statements for the EXS are met in this piece of writing?



Notes from Activity 1b

Now compare your annotations with the notes below.

The pupil can, after discussion, with the teacher:	Strength of evidence	For example....
<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly 	<p>The recount starts by situating the reader in place and time and then describes the events of the day in chronological order.</p> <p>There are some good examples of using sentence structure and adverbials to build cohesion (for example. 1).</p> <p>Occasionally repetition is used instead of a more effective sentence (for example. 2) and superfluous information is added (for example. 3) which affects the narrative flow. For these reasons, further evidence is required from the rest of the collection.</p>	<ol style="list-style-type: none"> 1. One tiger was sitting on a wooden table in the shade and trying to cool off. The other tiger was lying in the shade and was on the floor. Next we went to see the Black rhinos wich were big, hevly and black. 2. There was a walkthrough so we walked through the walkthrough and had a closer look. 3. When we finished looking at the marmosets we looked at the anteaters because we wanted to.
<ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<p>The pupil consistently uses full stops and capital letters at sentence boundaries.</p> <p>Little opportunity for pupil to demonstrate correct use of question marks in this piece so further evidence required from the rest of the collection.</p>	<ol style="list-style-type: none"> 4. When we didn't want to look at the rhinos or any other animals at Xxx Wildlife Park we started to walk back to the coach. On the way back to Cxxxx I sat next to Oxxx again.

<ul style="list-style-type: none"> • use present and past tense mostly correctly and consistently. 	<p>The pupil effectively uses the past tense throughout the recount. Transitioning from the simple past and past progressive form to describe complete and ongoing action, respectively.</p> <p>Little opportunity for pupil to demonstrate correct use of the present tense in this piece so further evidence required from the rest of the collection.</p>	<p>5. The two groups walked to lion country and saw the lions protecting the rest of the pack. The lionesses were lying on the floor eating some meat.</p>
<ul style="list-style-type: none"> • use co-ordination and subordination to join clauses 	<p>The pupil uses a range of co-ordinating (and, but) and subordinating (when, because, that) conjunctions to link events in time and provide contrast for effect. This is effective in places (for example. 6).</p> <p>Quantity of evidence is strong in this piece.</p>	<p>6. After they climbed out of the freezing, cold water everybody decided that we should go and see the marmosets so we all said goodbye to the polar bears and went to the marmosets.</p> <p>7. The baby's were sleeping in the cave but one was still awake.</p>
<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others 	<p>Compelling evidence of accurate spelling in this piece, including some difficult or unfamiliar words, for example., 'scissors,' 'rhino'. With one exception ('agian') where the vowel digraph has been reversed, any misspellings are phonically plausible.</p>	<p>8. Phonically plausible words include: 'rejjister', 'hevy' and 'wich'.</p>
<ul style="list-style-type: none"> • spell many common exception words 	<p>Good evidence of spelling Year 1 and 2 common exception words.</p>	<p>9. 'whole', 'school', 'were', 'many'</p>

Activity 2: Gathering further evidence through systematic review

Looking back at Activity 1, we can see that comparing your notes can support decisions about what to specifically look for in other pieces in the collection to support your overall judgement.

Based on Activity 1b, in this exercise we will be looking in more detail at the following 'pupil can' statements:

- write simple coherent narrative about personal experiences and those of others (real or fictional)
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently

This time, we will review a retell (Piece B) of the popular Tinga Tinga Tale, 'Why Elephant has a Trunk'.

Activity 2a: Brief reflection on retells as sources of evidence

The national curriculum for English encourages pupils to become 'familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics'. Many of the stories and poems we treasure today have been passed down through generations of retelling in both written and oral form. For pupils, the retell not only provides an opportunity to determine how well a student has comprehended a specific story, but also gives us insight into which parts/characters they found most engaging or important.

In relation to the TA criteria, the retell format provides an opportunity for pupils to showcase understanding of typical narrative features, in addition to all the other 'pupil can' statements. Stronger writers may even embellish the story, creating their own distinctive style. Weaker examples may lack coherence where, for example, key information is left out or where extraneous detail is left in, distracting from the most important events in the story. Additionally, re-tells potentially limit the opportunity to evidence independence and suggest the notion of being 'bound' to the original narrative. It takes a strong, confident writer to push the boundaries and independently adorn text with their own creative details.

Activity 2b: Gathering further evidence

Now read Piece B. Annotate features of the writing that support the judgement that the pupil is working at EXS, paying particular attention to aspects that were identified as needing greater exploration in Activity 1b.

Piece B: a retell

Context: the pupil writes a story based on the Tinga Tinga Tale, 'Why Elephant has a Trunk'.

There was a time when elephant had no nose. He was huge, he was clumsy and he was very smelly like a skunk. The other animals, especially the monkeys, laughed loudly at him because he was as smelly as old socks. The monkeys told him to tell the monkey flies to buzz off. Elephant tried it but it didn't work. Monkey laughed and said "it was a joke." Elephant said "Oh, sorry big head, tiny brain." Elephant went away to walk into the bush. Tortoise was his oldest friend so lion and monkey decided that he should go and tell elephant that he is very pongy. While that was all going on elephant met chameleon and chameleon asked if he could eat some of the flies and elephant said he could so he did. When he was full chameleon got a tummyache. Chameleon told elephant that he was as smelly as old socks that haven't been washed for 60 years. Elephant got very sad and walked back to his animal friends.

On the way back he stepped on tortoise and said "sorry tortoise I thought you were a" then tortoise said "yes I know I know you thought I was a rock." Elephant said to tortoise "why did you never tell me that I was pongy?" Tortoise said "why don't you have a bath?" Elephant said "why didn't I think of that?" Then he said "oh yes big head, tiny brain." He set off to the lake and when he got there he asked hippo if he could come in the lake but crocodile didn't let him. At dusk, the animals left him but before hippo left she said to elephant "crocodile will go down river tomorrow morning you will have a bath tomorrow." Then she walked away and went to sleep. At midnight, elephant was very sad. All of a sudden he heard someone saying "what's the matter and elephant said "owl is that you?" Owl said "of course it's me who else would be up at this time of night." Elephant said to owl "chameleon said I smell, tortoise said I should take a bath but crocodile won't let me." "I see" said owl. "now get back to sleep" said owl so he went back to sleep. In the morning crocodile swam silently to elephant and snapped his at the place where his nose is supposed to be. All of a sudden elephant woke up and shouted help. All the animals woke up and they all said "that's elephant." Hippo said "top crocodile stop." Then tick, bird

said ⁶⁶stop talking more pulling.⁹⁹ When all the other animals arrived they started pulling really hard. All of a sudden crocodile let go and they all tumbled into a big heap and elephant was on top. Then he noticed that he had a long wiggly nose. He said ⁶⁶a very useful nose. He said ⁶⁶⁶I wonder⁹⁹ and he sucked up some water out of the lake and squirted it up high in the air. ~~or~~ He was clear again and elephant was happy.

Comparing notes on Activity 2b

This piece of writing supports the judgements made in Activity 1b, but also provides more evidence for some of the 'pupil can' statements that were identified as needing further exemplification in Activity 1b.

A coherent narrative

The opening (There was a time when elephant had no nose) sets the tone for a story, allowing the reader to suspend disbelief and enter the world of make believe. The story then progresses through familiar narrative elements. For example, the pupil wastes no time in introducing the main character and his predicament (He was huge, he was clumsy and he was very smelly like a skunk) before proceeding to develop the plot through the main character's relationship with the other animals. Through these short exchanges, elephant gradually grows in self-awareness (why did you never tell me that I was pongy?) and begins to explore solutions (tortoise said I should take a bath). The pupil then builds suspense through an effective choice of adverb (crocodile swam silently to elephant...) before reaching the climax of the narrative when crocodile bites elephant (All of a sudden, elephant woke up and shouted help) and then quickly moves to a resolution – the appearance of "a very useful nose" that elephant can use as a personal shower.

This narrative coherence is also supported by effective signposting with appropriate conjunctions and adverbials (Whilst that was all going on... Then she walked... At midnight...). In addition, coherence is built through the repetition and expansion of key phrases. For example, elephant's refrain from the original story (big head, tiny brain) is repeated effectively and the simile about how bad elephant smells is gradually exaggerated to build humour (...he was as smelly as old socks. he was as smelly as old socks that haven't been washed for 60 years.)

Given the piece has eight different characters, the pupil also does well to maintain clarity about who is speaking and their relationship with elephant. This clarity is developed through the frequent use of proper nouns ('Elephant', 'Hippo') and occasional use of pronouns.

These techniques indicate that the pupil can write coherently about a fictional event. Although coherence slips in a few places in the narrative due to extraneous information (Elephant went away to walk into the bush), repetition (...elephant met chameleon and chameleon asked....) and one logical slip (he asked hippo if he could come in the lake but crocodile didn't let him.), overall the piece shows secure evidence that the pupil is working at EXS in relation to this 'pupil can' statement.

Sentence demarcation

As in Piece A, sentence demarcation is mostly secure in this piece of writing with full stops and capital letters being used correctly (except for within direct speech which is beyond the KS1 programme of study). In addition, this piece provides evidence of using question marks correctly (Elephant said to tortoise “why did you never tell me that I was pongy?” Tortoise said “why don’t you have a bath?” Elephant said why didn’t I think of it that?”).

Whilst the lack of exclamation marks feels like a missed opportunity in some moments of heightened tension (Hippo said “stop crocodile stop.” Then tick bird said “stop talking more pulling.”), this is not a requirement for working at EXS.

Correct use of tense

The secure grasp of the past tense we saw in Piece A, is also demonstrated in the retell (Piece B) through use of both irregular and regular simple past tense verbs (In the morning crocodile swam silently to elephant and snapped his ~~his~~ ^{at} the place where his nose is supposed to be.) In addition, this piece also shows how the pupil can transition between tenses for direct speech. Together, the pieces show that the pupil can use present and past tense mostly correctly and consistently to convey meaning.

Key points

- by systematically reviewing the two texts so far, we have gathered evidence that the pupil is working at EXS.
- during a moderation visit, you would require evidence from other pieces of writing to fully validate this EXS judgement.
- in some instances, Piece B plugged gaps in Piece A; in others, the evidence further supported the initial judgements made in Activity 1.
- the different text types afford the pupil different opportunities to showcase their skills. Therefore, understanding the text type is essential to judgements about the pupil’s writing.

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 3: Examining pupil writing for evidence of greater depth standard

For this final exercise, you can assume that you have collected enough evidence across the collection to show that the 'pupil can' statements for EXS have been met.

Given the work so far has given secure evidence of working at EXS, we are now going to assess whether the pupil also meets the 'pupil can' statements for working at GDS. We will start with the introductory exercise, 3a.

Activity 3a: Considering evidence for working at greater depth standard

Match the samples of text on the next page to the statements from GDS. The samples may show more than one element of GDS. The purpose of this short activity is to 'tune in' to the GDS statements and begin to link written evidence to statements. When considering collections of writing during a moderation visit you will, of course, consider pieces as a whole, rather than short sentences within.

One hot day in the dark green jungle I heard cheeky, brown and silly monkeys swinging from vine to vine and branch to branch. [Piece D]

Hedgehogs are nocturnal which means they sleep during the day in their nests. At night they explore and hunt for food. They can also climb, swim and sprint surprisingly fast at 6 mph. [Piece C]

I saw King Louie's monkeys swinging about and having lots of jungle fun. [Piece D]

When I went round the corner I heard a lady shouting "help!" and "London's burning!" [Piece E]

After three days I came back to the paper shop. My master thought I was dead. [Piece E]

Hedgehogs have powerful paws and claws for digging. A hedgehog has five toes on its front paws with short nails. [Piece C]

Make simple additions, revisions and proofreading corrections to their writing

Use the punctuation taught at KS1 mostly correctly.

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Add suffixes to spell most words correctly in their writing (for example, -ment, -ness, -ful, -less, -ly)

Your responses may have mirrored the table below:

<p>After three days I came bakck to the paper shop. My master thoyught I was dead. [Piece E]</p>	<p>Make simple additions, revisions and proofreading corrections to their writing</p>
<p>One hot day in the dark green jungle I heard cheeky, brown and silly monkeys swinging from vine to vine and branch to branch. [Piece D]</p> <p>I saw King Louie’s monkeys swinging about and having lots of jungle fun. [Piece D]</p> <p>When I went round the corner I heard a lady shouting “help!” and “Londons burning!” [Piece E]</p>	<p>Use the punctuation taught at KS1 mostly correctly.</p>
<p>One hot day in the dark green jungle I heard cheeky, brown and silly monkeys swinging from vine to vine and branch to branch. [Piece D]</p> <p>Hedgehogs are nocturnal wich means they sleep during the day in their nests. At night they explore and hunt for food. They can also climb, swim and sprint surprisingly fast at 6 mph. [Piece C]</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p>
<p>Hedgehogs have powerful paws and claws for digging. A hedgehog has five toes on it’s front paws with short nails. [Piece C]</p> <p>Hedgehogs are nocturnal wich means they sleep during the day in their nests. At night they explore and hunt for food. They can also climb, swim and sprint surprisingly fast at 6 mph. [Piece C]</p>	<p>Add suffixes to spell most words correctly in their writing (for example., -ment, -ness, -ful, -less, -ly)</p>

Activity 3b: Gathering further evidence

Having completed Activity 3a, you can tell that there are elements of the writing that indicate the pupil has the transcriptional skills to achieve GDS, but we do not yet know whether this is demonstrated consistently across the collection.

In this final exercise, we will review another sample of work with a focus on making that judgement between EXS and GDS.

Referring to the KS1 TA framework for writing, annotate the sections from the non-chronological report, setting description and diary entry below, picking out any instances where the pupil shows evidence of working at GDS. Also note where evidence for GDS is lacking.

Piece C: a non-chronological report

Context: as part of the topic 'Into the Woods' the pupil writes a factual report about hedgehogs. The pupil learnt an oral report and then edited it to make it their own.

What do hedgehogs do?

Hedgehogs are nocturnal which means they sleep during the day in their nests. At night they explore and hunt for food. They can also climb, swim and sprint surprisingly fast at 6 mph. By autumn hedgehogs put on lots of weight for hibernation. They hibernate until Spring. If threatened hedgehogs roll up into a ball to protect it's soft body from predators. When they roll into a ball it's spines all it's spines to stick out. Be careful these spines are very sharp. It's biggest enemy apart from man is the badger.

Piece D: a setting description

Context: in response to a picture from 'The Jungle Book', the pupil writes a setting description.

One hot day in the dark green jungle I heard cheeky, brown and silly monkeys swinging from vine to vine and branch to branch. I saw King Louie's monkeys swinging about and having lots of jungle fun. In the huge, viney and muddy jungle that smelt a bit fragrant and pleasant near the waterfalls. The waterfall was dangerous and the waterfall's water was falling hard and rapidly. I saw Kaa slithering his way through the jungle and hissing while he was slithering.

Piece E: a diary entry

Context: inspired by the book 'Toby and the Great Fire of London' by Margaret Nash, the pupil writes a diary entry pretending to be alive during the Great Fire of London.

I was sleeping in the paper shop until my master woke me up and he woke me up 'cause I forgot to give Mr pepys his diary. I ran out the door and saw people trying to escape and they were screaming "help!" The sky was full of smoke and the sky was red. I new that meant there was a red, hot and glowing fire in the city of London. I new the fire was spreading rapidly because I was hot. When I went round the corner I heard a lady shouting "help" and "Londons burning!" People were running to the river Thames with there belongings. They tried to get on strong wooden boats. Finally I got to Soothing Lane where Mr pepys lives. I had a headache because I went past people screaming; I knocked on ^{the} door but nobody answered so I ascended over the high wall and there was a sad sight. St Pauls Cathedral was on fire and the lead roof was melting because the fire was hot. Then I turned around and saw Mr pepys surving his wine and parmesan cheese. I wobbled and fell in the pit and Mr pepys didn't want his diary smelling ~~on~~ sticky cheese. I gave Mr pepys his diary ~~and~~.

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

Piece C

- the organisation (for example. headings) and factual tone of this piece are typical of a non-chronological report indicating that the pupil has drawn on their reading to inform this style. The command (Be careful there spines are very sharp.) similarly creates interest and mirrors the style of an engaging factual report.
- there is a correct example of the pupil using commas in lists (They can also climb, swim and sprint surprisingly fast at 6 mph.)
- spelling is mostly accurate, with some impressive vocabulary (nocturnal, surprisingly, climb), but correct spelling of homophones needs development (for example. wait instead of 'weight')
- however, as this writing is based on a learned oral report it is impossible to assess the extent to which the pupil has demonstrated this skill independently.
- there is limited evidence of the pupil making corrections to their writing other than spelling.

Piece D

- the beginning of this piece uses familiar fairy tale language to draw the reader in (One hot day in the dark green jungle) and develops the setting with appropriate and ambitious vocabulary (fragrant, slithering).
- the second sentence structure cleverly mirrors the action of the monkey moving through the forest (swinging from vine to vine and branch to branch). However, this effective sentence structure is not evidenced all the way through the piece. There is, for example, unnecessary repetition in places (The waterfall was dangerous, and the waterfalls water was falling hard and rapidly.) which reduces effectiveness.
- there is an example of the pupil using commas to separate adjectives in a list (I heard cheeky, brown and silly monkeys...) and an apostrophe for possession is used correctly (King Louie's monkeys).
- there is one example of the pupil correcting as they are writing for clarity, but no evidence of additions to improve the description or proofreading to correct errors.

Piece E

- the writing has some features typical of a diary entry. It is written in the first person narration, uses the past tense, events are described in chronological order. However, this text type yields more potential; this piece does not go into detail about the narrator's retrospect thoughts and feelings to allow the reader into the mindset – whereas this piece reads more like a description of events. The writer fails to draw on their wider reading and effectiveness of the piece is lacking.
- the vocabulary used builds coherence with the setting of London and period (for example. St Paul's Cathedral and lead roof), but the description of the fire being 'red' and 'hot' lacks the variety or development to be effective.
- there is one example of the pupil correcting punctuation, but otherwise there is no evidence of additions or revisions to improve the writing.
- use of direct speech (not a requirement of KS1) is ambitious and shows potential and exclamation marks are used appropriately to highlight emotion.
- as in the previous pieces, spelling is good, but homophones (for example. there/their/they're) need supporting.

Summary

In this training you have systematically reviewed two texts (pieces A and B) for evidence of the pupil working at EXS and then, noting the quality and ambition in these pieces, worked through samples from the rest of the collection to determine whether the higher standard of working at GDS could be awarded. Throughout, you have considered how well the pupil is drawing on the text type to write coherently for these different purposes.

In summary, the activities in this training exercise justified that the pupil's writing is a secure example of working at EXS. Although the last activity demonstrated that the pupil is undoubtedly starting to evidence some of the 'pupil can' statements for GDS – for example, 'use the punctuation that is taught at KS1 mostly correctly' and 'write effectively and coherently for different purposes' – there is not enough consistent evidence in this collection overall to award the higher standard. For example, sentence structure is less effective in places due to unnecessary repetition and there is limited evidence of making simple additions or revisions to improve this.

It is also important to note that the collection is dominated by narrative pieces (both stories and recount) and the stories are retellings of a model text rather than invented compositions. Further evidence would need to be sought from the collection to assess whether the pupil can write effectively and coherently for different purposes because of this. Additionally, further evidence is required to evidence the 'pupil can' statement add suffixes to spell most words correctly in their writing (for example. –ment, –ness, –ful, –less, –ly); the collection contains a variety of words ending in 'ly' (finally, loudly, silently, surprisingly, rapidly) but no other suffixes as referenced in the 'pupil can' statement.