



Standards
& Testing
Agency

Key stage 1 (KS1) English writing teacher assessment moderation

Self-led training resources: Exercise 8

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 8: Validating judgements through the professional discussion

- considering evidence in a set of pupil work which has been presented for moderation as greater depth standard (GDS).
- considering questioning and responses during the moderation visit.


This exercise should take approximately 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 – E.

The pen symbol indicates that you should make notes in the spaces provided. 

Pupil scripts have been selected to demonstrate specific learning points.

Overview

The process of external moderation ensures that the TA system is fair to all pupils and is a collaborative process between LA moderators and schools.

The professional discussion is a central and crucial element of every moderation visit and is essential to achieving its intended outcome: namely confirmation that the pupils within the sample have met the specified standards within the TA framework, and that their work is consistent with national standards.

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:

- distinguishing between writing which is assessed at working at the expected standard (EXS) and that which is working at GDS
- strengthening your understanding of the purpose, structure and conduct of the professional discussion
- reviewing a collection of writing against the TA framework and identifying gaps in evidence
- effective questioning to support teachers in deepening dialogue
- identifying the appropriate next step for this scenario.

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. Determining a pupil's understanding of purpose and the independent choices they make when crafting their writing for the reader is key.

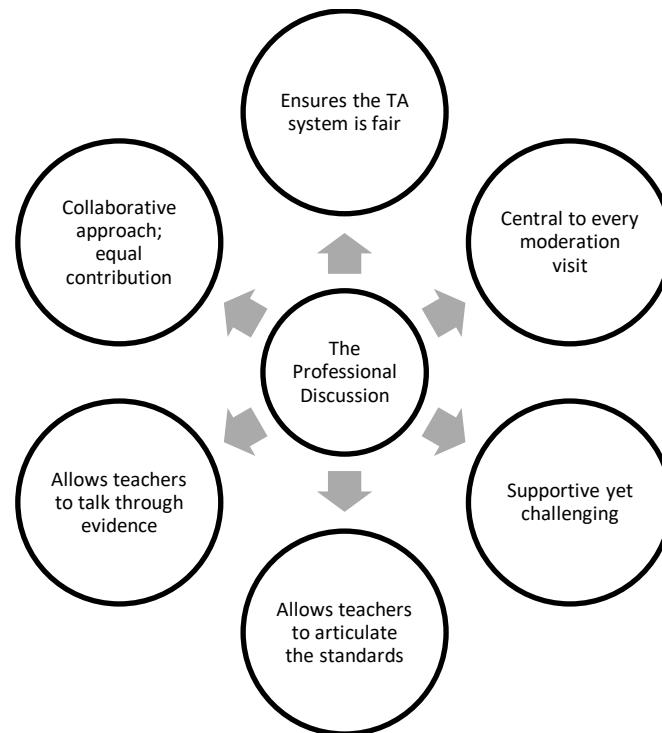
Activity 1: The purpose of the professional discussion and your role as facilitator

When handled effectively the professional discussion is a supportive yet challenging process, which allows teachers to articulate their understanding of the standards and to talk through the written evidence which supports their assessment judgements. It also enables moderators to systematically review this evidence against the TA framework, discuss any gaps in evidence, and confidently validate the standards awarded.

This exercise sits alongside training videos 1 – 5 and exemplifies the process of conducting a professional discussion during a moderation visit. It will explore a collection of pupil work and encourage you to carefully consider dialogue that would elicit the information that is required to validate a judgement.

It will encourage a collaborative approach – with balanced contributions from all participants, whilst allowing the teacher to speak freely – and highlight how effective dialogue can be facilitated through skilful questioning and appropriate response.



Purpose: a summary



Every professional discussion will be different; this training exercise will walk through a professional discussion in relation to a collection of pupil work, exemplifying good practice. You will be asked to carefully consider the evidence presented, what questions you could ask and your thoughts on appropriate responses.

Activity 1a: Identifying purpose

- knowing why we are doing something is an important precursor to knowing how to do something. Mark the statements below as 'true' or 'false' to ascertain the purpose of the professional discussion.

Purpose of the professional discussion	True 	False 
To identify the extent to which teaching links to the national curriculum		
To ensure equity and accuracy when validating judgements		
To support and collaborate with teachers to achieve fair judgements		
To check that the school's internal assessment system is suitable		
To reach a shared understanding of how judgements were made		
To provide evidence that the school has gone above and beyond in preparing for the moderation visit		
To establish independence		
To ensure that teachers are completing specific templates for evidencing statements within pupil work		
To test teachers on the reasons for their assessment judgements and correct them if necessary		
To conduct an independent review of pupils' writing and report your judgements to the Headteacher		
To provide CPD, where appropriate		
To review pupils' written work systematically and thoroughly against the TA frameworks		
To allow teachers to discuss the standards and demonstrate their understanding of them		
To check how/that the school displays learning objectives and success criteria in its pupil books		
To identify any gaps in evidence against the TA framework (TAF)		
To ensure that the school is training teachers properly		

Compare your thoughts to the points below:

Purpose of the professional discussion	Notes
To identify the extent to which teaching links to the national curriculum	FALSE – outside of the moderator’s role
To ensure equity and accuracy when validating judgements	TRUE – the professional discussion should be thorough and accurate, to ensure that all pupils are judged fairly
To support and collaborate with teachers to achieve fair judgements	TRUE – the professional discussion should allow contribution from moderator and teacher and no one person should dominate. The teacher should be given every opportunity to speak freely
To check that the school’s internal assessment system is suitable	FALSE – this is outside of the moderator’s role
To reach a shared understanding of how judgements were made	TRUE – the collaborative approach should result in a shared understanding of outcomes
To provide evidence that the school has gone above and beyond in preparing for the moderation visit	FALSE – moderation visits and the professional discussion therein should not involve any teachers working outside of normal school hours.
To establish independence	TRUE – see section 6.2 of the TA Guidance (TAG)
To ensure that teachers are completing specific templates for evidencing statements within pupil work	FALSE – moderators must not dictate what schools’ evidence should look like or how it is presented – in particular, LAs should not expect portfolios or checklists of evidence
To test teachers on the reasons for their assessment judgements and correct them if necessary	FALSE – moderation visits are not tests to be passed or failed and the professional discussion is not to be treated as a lecture regarding the ‘right’ or ‘wrong’ answers. It is a collaborative, two-way discussion between professionals
To conduct an independent review of pupils’ writing and report your judgements to the Headteacher	FALSE – this approach is not collaborative. The professional discussion is a dialogue and is central to the process of moderation
To provide CPD, where appropriate	TRUE – the professional discussion can be an excellent opportunity for moderators to support less experienced or less confident teachers in their understanding of the standards and how they relate to pupils’ writing
To review pupils’ written work systematically and thoroughly against the TA frameworks	TRUE – the moderator should guide the teacher in working systematically through the evidence provided and make regular reference to the TAF to support the discussion

To allow teachers to discuss the standards and demonstrate their understanding of them	TRUE - the professional discussion is the opportunity for teachers to speak freely and articulate their understanding of the standards, justifying their decisions and providing contextual information relating to individual pupils
To check how/that the school displays learning objectives and success criteria in its pupil books	FALSE – moderators should be mindful of the extent to which success criteria provides scaffolding to pupil writing as this may affect the independence of the work, but ensuring the existence of such features is unnecessary and outside of the moderator’s role
To identify any gaps in evidence against the TA framework (TAF)	TRUE – a thorough, systematic discussion should highlight any areas for development
To ensure that the school is training teachers properly	FALSE – outside of the moderator’s role

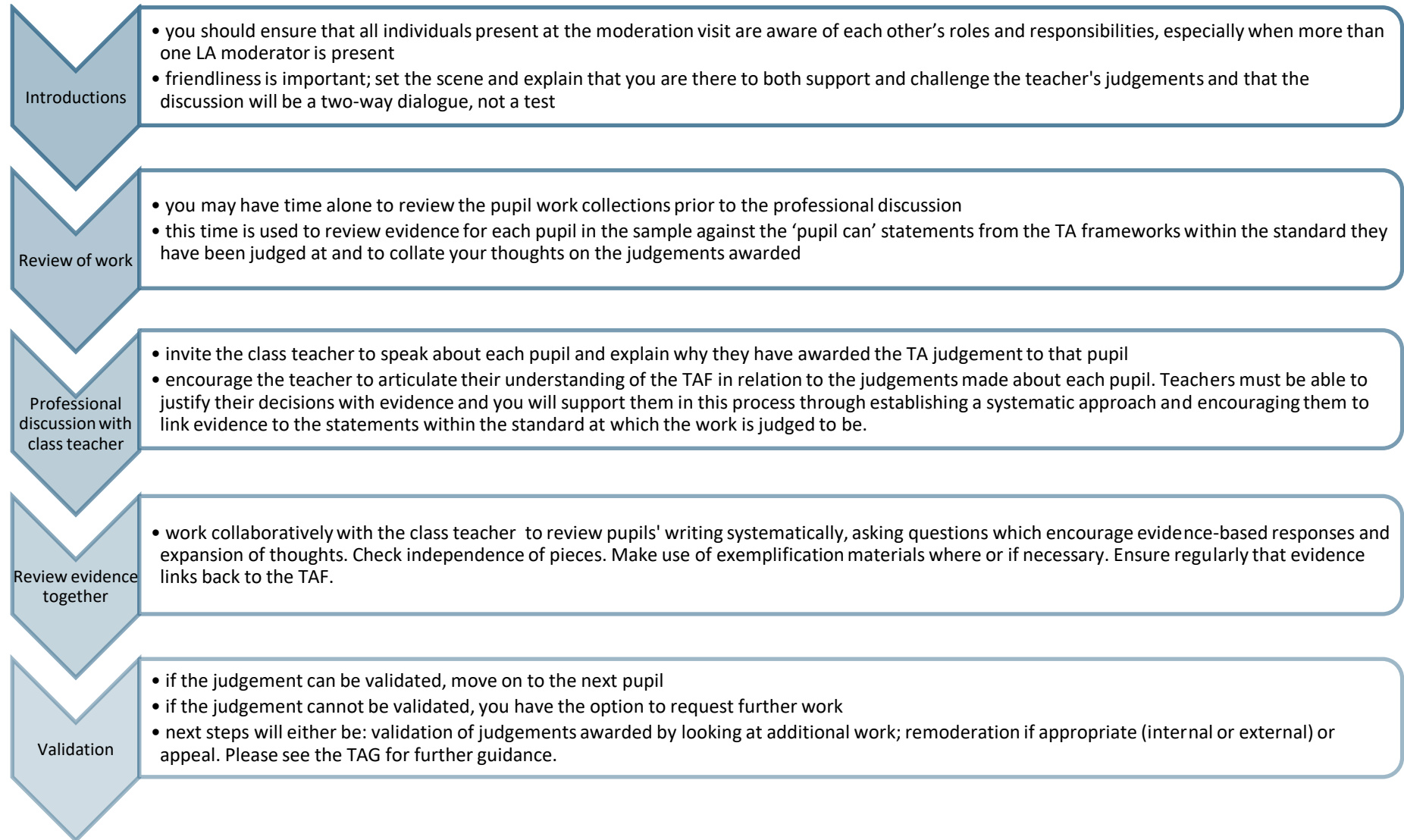
Key point:

Key factors to a fair and successful discussion:

- a collaborative, systematic approach
- rich dialogue through questioning
- a supportive, professional environment.

The flowchart overleaf breaks down the content and format of a professional discussion and your role and responsibilities in facilitating this.

Outline of the moderation visit, including the professional discussion:



Activity 2: Reviewing a collection of pupil writing, arriving at a partial judgement and determining next steps

Activity 2a: Reviewing evidence

For the purpose of this training the following scenario applies:


The collection has been presented by the class teacher as working at GDS and has been selected for writing assessment moderation as such.

You will begin your independent review of this collection of writing (step 2 on the flowchart above).

- read Pieces A – E. Approach your review as you would in a moderation visit; namely, that you are looking to either validate or challenge the judgement awarded. You are welcome to annotate the texts if you wish.
- referring to the TAF, consider the evidence each piece provides firstly for working at EXS. Additionally, what evidence can you gather towards GDS?
- at the end of your review, you will be asked to record your initial reaction to the collection and summarise the evidence presented towards demonstrating that the pupil is either working at EXS or at GDS.

Pupil A – Piece A: a report

Context: after learning about hedgehogs in an 'Into the Woods' topic, pupils wrote a non-chronological report. Prior to writing, the class rehearsed a report orally.

<p>Did you know... Hedgehogs have more 5000 spines!!!! They have muscles on their back to help them pop their sharp, dangerous spines out! Spiky, baby!</p>	
<p>Hedgehogs are soft for the first two weeks of their life.</p>	
<p>Did you know Hedgehogs are OMNIVORES and they can't have dairy milk or dog food because it will give them a tummy ache.</p>	
<p>Their favourite food is centipedes, slugs, beetles and worms. Hedgehogs go in green bushes when they hear scary, dangerous predators!!! They live in dark forests, woods and gardens.</p>	<p>Squigles</p>

Pupil A – Piece B: a story

Context: pupils studied the text 'Tidy' by Emily Gravett. They wrote an adventure story based on the character of 'Pete the badger.'

Deep in the green, dark, beautiful forest the enormous, brown, thick trees are swaying in the wind. There is a tidy, friendly badger called Pete. Pete scoured the thorny, tall and brown trees until they were spotless. He polished the bunnies and washed them all. Pete wasn't happy because all the rough trees had no Autumn leaves so he dug up every single tree in the forest!!! He ruined the colourful, beautiful forest. He was exhausted because he wanted to go back to his warm, cosy and comfortable home. suddenly there was a FLOOD...

Pupil A – Piece C: a story

Context: following learning about famous pilots in history, pupils wrote endings to an adventure story featuring Amelia Earhart.

Amelia hopped into her black and speedy plane and set off into the beautiful, orange sunset. "I'm going to do this!" She yelled. The sun rised and she saw thousands of wales in the giant, clear ocean but then a storm hit and she had to find shelter. But then she found a tiny house and she landed and went inside "phew". Amelia wanted to go back home but the storm was way to strong or her to fly. So she had to look around silently, but there was nobody inside. She looked in the window and saw beautiful trees and then she realised the storm stopped. Amelia tiptoed back into her small plane but then she saw a stripy tiger...

Pupil A – Piece D: a letter

Context: pupils wrote a letter to Sir David Attenborough as part of their topic on the Caribbean, to collect information on native Caribbean animals.

Letter to David Attenborough

Dear David Attenborough,

My name is [redacted] [redacted] I'm 7 years old and I live in [redacted] I go to [redacted] and I'm in Year 2. I don't know much about you but I've heard that you love animals!

I'm writing to you because we're learning about Jamaica in year 2. We're going to learn about music in Jamaica and we're gonna taste Jamaica food but we need you to answer some questions.

If you can please answer these questions for me. What is the biggest Jamaica animal called?

Where do the Jamaica animals live?
Why do you love animals so much?

Thank you for reading my letter I'm looking forward to your answers.

your Sincerely

Pupil A – Piece E: a poem

Context: pupils watched 'Stream School: an animated poem'. They then wrote personification poems about a Caribbean island.

In the distance, the brown, green palm trees are swaying gently in the wind. Under the waves, the green spotted turtle is swimming slowly in the water.

In the spooky jungle, the friendly animals were whispering quietly. Above the mountain, the giant and soft clouds are slowly moving across the sky.



Now, record your initial reaction to the collection.

- summarise the evidence presented towards demonstrating that the pupil is working at EXS.

- summarise the evidence that demonstrates achievement of the GDS.

- what further evidence is required to validate the judgement of GDS? Keep this in mind when you come to Activity 3.

Key point:

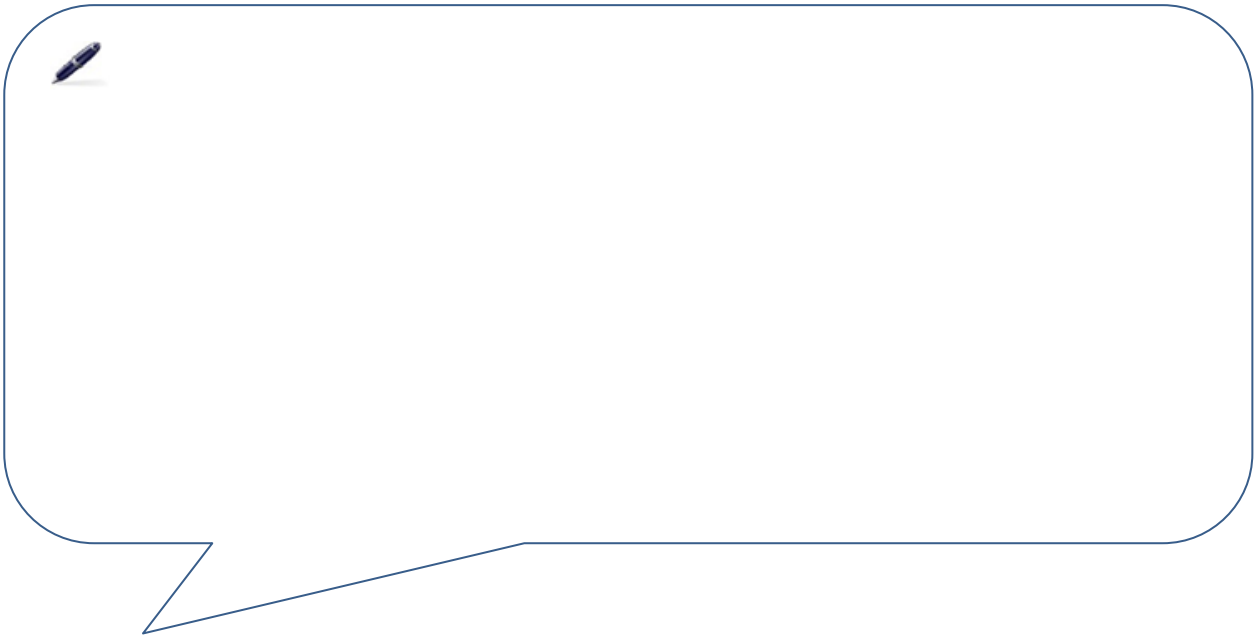
This collection has been rigorously moderated as a secure example of working at EXS. It was noted that the collection contains some evidence towards the GDS.

Please see Annex A for a full commentary of this collection.

Activity 2b: Opening the discussion

At this point, you are joined by the class teacher to begin the professional discussion. They have been teaching for 4 years and this is their first experience of moderation.

In the speech bubble below note how you would initiate this discussion to create a comfortable, professional atmosphere which encourages the teacher to demonstrate their understanding of the statements and standards within the TA framework.



Your ideas for initiating conversation may have included (but not been restricted to) comments similar to the following:

Opening comments – setting the tone:

- thank you for sharing this pupil work with me – I really appreciate you taking time out of the classroom to meet with me today.
- thank you for preparing the collections of pupil writing for today's visit. It's been really interesting to read their work and I have enjoyed doing so.

Relevant background information:

- i'd like to find out more about the pupil behind this collection of writing. I wonder if you could tell me about them?
- i'd really like to discuss this pupil. What do you think I need to know about them to understand them and their writing better?
- this pupil has produced some really interesting writing. Can you tell me a bit about them and how they work?

Moving into a review of the collection:

- thinking about the statements in the TA framework, can you tell me about how you arrived at the judgement for this pupil?
- i'm interested to hear how you arrived at the judgement of GDS for this pupil. Using your knowledge of the statements, could you describe how you reached this judgement please?

How the next part of the professional discussion proceeds is very much dependent on the teacher you work alongside. It is your job as a moderator to support and guide them in articulating their understanding of the framework standards, the statements therein and relating them directly to evidence within the collection of writing.

This should be done systematically and thoroughly.

Summary

So far, you have:

- considered the purpose of a professional discussion
- reviewed the steps and stages of a moderation visit, including the professional discussion
- read a collection of writing with the TA framework in mind. This has helped you partly form a judgement about the accuracy of the judgement which has been awarded

- begun to consider evidence that you now require to validate or challenge the judgement of GDS.

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:



Now, read the teacher's response to the moderator's introduction, below.

This pupil is a really hard worker and shows real resilience in their writing. They complete all homework and have become a really fluent reader this year, which is reflected in their narrative pieces. For example, they use the expanded noun phrase 'brown, thick trees' and 'the colourful beautiful forest' in Piece B and in Piece C they talk about Amelia Earhart's 'black and speedy plane'. So you can see they meet the greater depth statement for 'drawing on their reading to inform vocabulary and grammar.' The pupil uses devices to build cohesion which creates effective writing, for example in Piece C they use subordination through 'because' to give a reason for writing a letter and also some co-ordination, such as 'and' and 'but' to expand their ideas. Their vocabulary is varied and tense is accurate across all the pieces too. There is evidence of writing for different purposes, because in this collection we have a report, two narratives, a letter and a descriptive poem, so this is evidenced clearly. You can also see that spelling and handwriting is strong and the pupil demonstrates some different punctuation types such as commas to list adjectives in piece B and inverted commas in piece C.

Activity 2c: Responding appropriately

Record your reactions to this response. What positives can you draw from the teacher's initial contribution?



What do you feel is lacking in this answer? 

You may have noted the following points:

Positives The teacher...	Lacking
<ul style="list-style-type: none">• shows knowledge of the framework statements for GDS• refers to some statements at GDS in the TA framework• highlights specific textual evidence within the pupil writing• breaks down 'coherence' into tense, subordination/co-ordination and some vocabulary, showing some understanding of the statement	<ul style="list-style-type: none">• not all statements at GDS are mentioned or evidenced• references to statements are vague and some are unsubstantiated• evidence 'jumps around' from one statement to the next (is not systematic)• not all pieces from the collection are referenced• nothing is covered in depth• textual evidence is limited• the response is not systematic and does not highlight gaps in evidence.

Activity 2d: Guiding the professional discussion

With your own thoughts and the above comments in mind, now consider how you would respond to this teacher.

The next step in this scenario would be to slow the teacher down and guide them in adopting a collaborative, focused and systematic review of the evidence.

Of the following two suggested responses, tick which option you lean towards and consider your reasons for this choice.

A. Thank you for your response, I can see you know the pupil well. I heard you refer to the TA framework, which is great. Your response jumped around quite a lot and I found it hard to collate the evidence for GDS. Also, we haven't covered all the statements for this standard. Can you start again but do it more methodically please?

B. It's great that you referred to some statements in the TA framework and really important that you linked some evidence from the pupil's writing to the statements. So that we don't miss anything, I suggest we review each piece together, to pinpoint evidence for each statement at GDS. Doing this will show us gaps in evidence and whether we need to consider EXS too. I suggest we start with Piece A; I'm happy for you to take the lead.

Option B explicitly guides the teacher to approach the professional discussion in a more strategic, systematic manner. The tone of the moderator is encouraging and openly offers collaboration and the opportunity for ongoing dialogue.

Your initial review of this collection likely indicated that this set of writing is not a straightforward or 'obvious' one to judge. It will take careful consideration of statements for both working at EXS and GDS to decide on a standard and therefore either validate – or not – the teacher's judgement for this pupil.

Activity 3: Using questioning to pinpoint evidence for a standard and highlight gaps in evidence

In this particular scenario and from this point onwards, the professional discussion was successfully handled.

Collaboration	Equality	Focus	Questioning
<ul style="list-style-type: none">the moderator and teacher work collaboratively to review each piece of pupil work and find evidence for statements at working at the expected standard and some greater depth	<ul style="list-style-type: none">the teacher took ownership of the evidence and was given every opportunity to talk through their judgements and demonstrate their understanding of the standards and the frameworks	<ul style="list-style-type: none">the discussion remained focused on the evidence presented and the 'pupil can' statementsexemplification materials were used to aid comparison and support the teacher's understanding of the statements	<ul style="list-style-type: none">where the teacher's response was lacking, the moderator asked pertinent questions to elicit responses which either evidenced statements or uncovered gaps in evidence

Activity 3a: Questioning appropriately

Thoughtful questioning should be prevalent within a professional discussion and can really assist in accumulating evidence for a standard. Below are some statements made by the teacher during the professional discussion. Record questions which would encourage the teacher to extend their answer further and therefore provide more substantive evidence.

The pupil definitely has a good grasp of subordination and co-ordination.



Their writing is really effective, especially piece B where the pupil uses some really nice expanded noun phrases to describe the forest.



Piece C is a really coherent piece.



This pupil has used some ambitious vocabulary.



Your ideas may include but not be limited to the following points:

“The pupil definitely has a good grasp of subordination and co-ordination.”

Follow up question: What is the impact of this on their writing?

Follow up question: How does this relate to the framework?

Follow up question: Can you point me to sentences in the collection which are strong examples of this?

Follow up question: How does the use of subordination support the coherence of the writing?

“Their writing is really effective, especially Piece B where the pupil uses some really nice expanded noun phrases to describe the forest.”

Follow up question: I agree that the piece includes some lovely noun phrases. Can you explain what you understand by ‘effective’?

Follow up question: What do you think about the pupil’s use of 3 adjectives for almost every noun? How does this impact the writing? How does it impact you as a reader?

Follow up question: Evidence must be consistent across the collection to satisfy the statement. Is this skill in evidence elsewhere in the collection?

“Piece C is a really coherent piece.”

Follow up question: Can you explain what you understand by coherent?

Follow up question: What impact do coherent devices have on this piece?

Follow up question: What features add to the coherence of the piece?

“This pupil has used some ambitious vocabulary.”

Follow up question: What is the impact of the vocabulary choices? How do they affect the piece as a whole?

Follow up question: Which statement in the framework do you think vocabulary supports?

Activity 3b: Reaching a judgement

Thinking back to your initial review of this collection in Activity 2a, consider the question: in what ways does the pupil's collection not yet show adequate evidence of the GDS?



Working systematically highlighted that the pupil has achieved all statements for meeting EXS and some statements have indeed been achieved at the GDS.

However, to validate a judgement, all statements within a standard must be evidenced consistently.

You may have noted points in your initial review of the collection which means that the collection falls short of GDS.

- there is no evidence across the collection of the pupil making simple additions, revisions and proofreading corrections to their writing.
- subordination and co-ordination are lacking in some pieces, which affects the overall coherence.
- evidence of spelling common exception words is not substantive, but this could be overcome by sourcing evidence elsewhere.
- evidence of drawing on reading to inform vocabulary and grammar choices is inconsistent.
- some overuse of expanded noun phrases means that writing lacks effectiveness and awareness of the reader.
- similarly, a lack of varying sentence types and overuse of 'and' in the same sentence hinders overall effectiveness of some pieces.

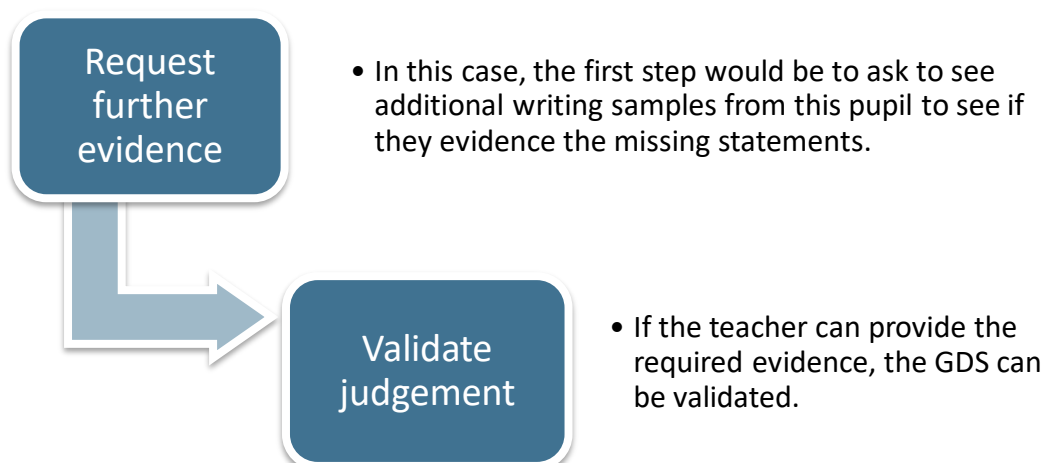
Activity 3c: Concluding the professional discussion

Consider now how you might conclude this particular professional discussion.

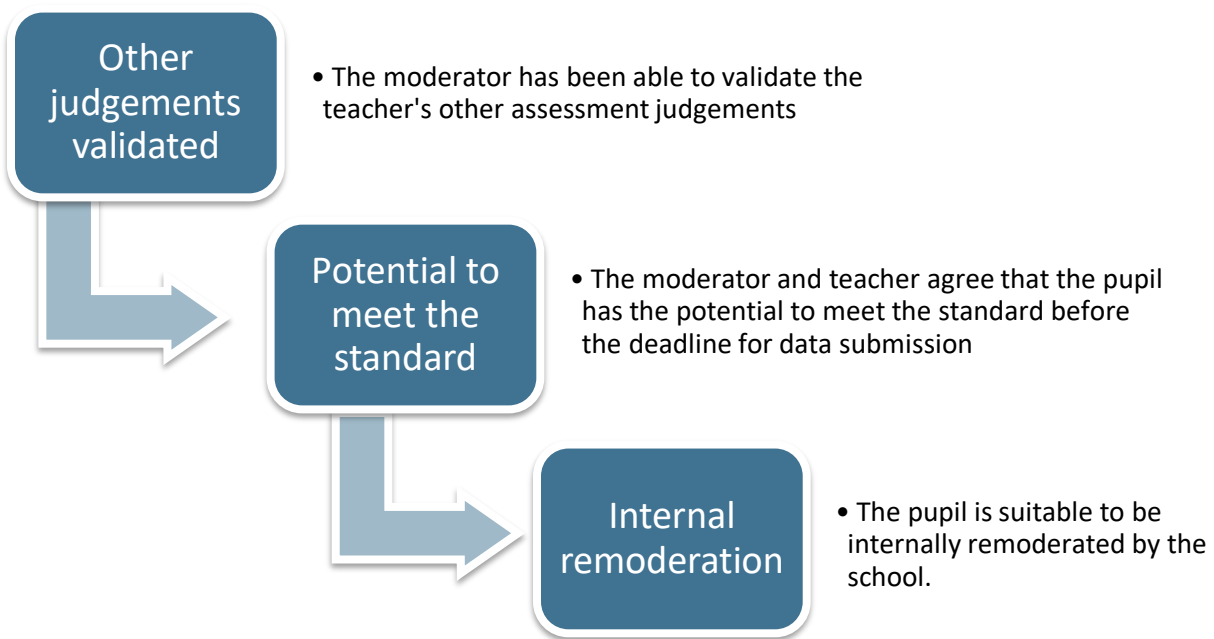
You have not been able to validate the TA judgement of working at GDS for this collection of writing, due to missing evidence for one of the greater depth statements and inconsistency in evidence of other statements.

Your response could now follow one of these paths:

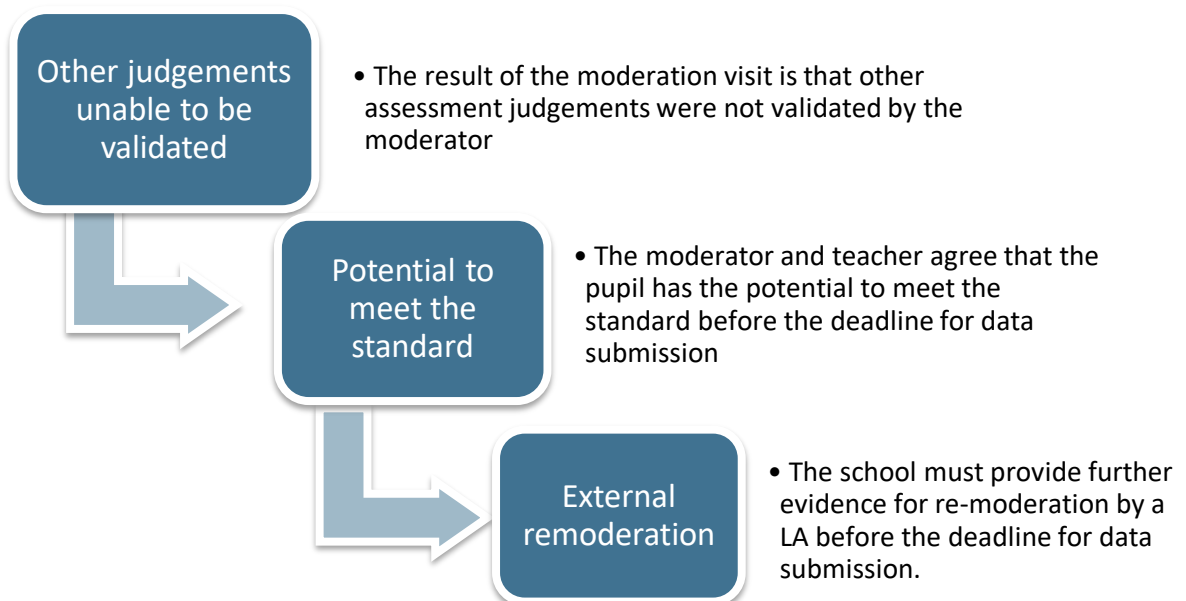
1. Request further evidence



2. Where there are no further pieces of evidence to draw on and where other assessment judgements have been validated by the moderator:



3. Where there are no further pieces of evidence to draw on and where a school's judgements have not been fully validate by the moderator:



In this scenario, you were not able to validate all other assessment judgements in the sample. The teacher and moderator both agreed that this pupil would potentially be able to evidence the missing statements before the deadline for data submission.

Tick the option you therefore consider to be the most suitable path for this scenario.

Appeals

Re-moderation is not always an appropriate route. On occasion the school may consider the appeals procedure.

The process for undertaking the external moderation visit, including addressing any disagreement about the standards awarded, should be clearly defined before the visit is undertaken. Where consensus on the accuracy of assessments cannot be reached, each LA must have appeal arrangements for schools which, after escalation within the LA, includes a second external moderation visit or review by a different LA. You will have introduced the appeals procedure at the start of the moderation visit and if any changes were made – agreed or not – you must revisit your LA procedure for appeals at this stage.

Information on the appeals process can be found in the KS1 [TA Guidance](#) documents at www.gov.uk/STA.

Summary

In this exercise, you have:

- strengthened your understanding of the purpose and structure of the professional discussion
- reviewed a collection of writing against the TA framework and identified gaps in evidence
- considered effective questioning to support teachers in deepening dialogue
- chosen the appropriate next step (option 3) for this scenario.

Final reflection: are there any issues you have uncovered as you conclude this training?
Any points that require clarification, or questions that have been raised?
Record them here:



Annex A: Commentary for pupil work collection.

All the statements for WTS and EXS are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

The pupil writes simple coherent narratives which depict the events of both real and fictional protagonists. The collection includes a retelling of the story 'Tidy' by Emily Gravett, featuring an obsessively clean badger named Pete (Piece B), and the opening of an adventure story, focused on the travels of Amelia Earhart, who was the first woman to fly solo across the Atlantic Ocean.

The pupil also shows that they can write for other purposes via a descriptive poem about a Jamaican scene (Piece E) and a letter to Sir David Attenborough, asking questions about Jamaican wildlife (Piece D).

In the retelling of the story (Piece B), the pupil shows clear understanding of the purpose of this narrative: to entertain. The language of storytelling is adopted from the opening sentence (Deep in the green, dark, beautiful forest the enormous, brown, thick trees are swaying in the wind.), immediately drawing the reader into the text. Chronology is clear, as we see Pete and his characteristics introduced (a tidy, friendly badger) and thereafter follows a sequence of events which describes Pete's actions as he tries to tidy up the forest. The piece notably lacks adverbials of time to support this chronology, which would add to the overall effectiveness of the piece and support fluency.

Co-ordination links events (He polished the bunnies and washed them all... so he dug up every single tree in the forest!!!) and subordination provides reasoning (Pete wasn't happy because all the rough trees had no Autumn leaves) which connects and expands ideas coherently. Tense is mostly used correctly, although there is a slightly unconventional jump from the simple present (trees are... There is...) to the simple past tense (Pete scoured... He polished...) in the opening section.

Vocabulary choices are thoughtful and include expanded noun phrases to add descriptive detail (the thorny, tall and brown trees... the colourful, beautiful forest... warm, cosy and comfortable home). However, the overuse of adjectives detracts from the effectiveness of the piece at times, demonstrating a slight lack of authorial control.

Other specific vocabulary choices show the writer's attention to the reader as they opt for more adventurous words such as 'scoured', 'spotless' and 'exhausted.' Additionally, Pete's suggested perfectionism is expressed successfully through the phrase 'every single tree', which supports the characterisation of Pete and his obsessive tidiness.

The story ends with the text's only time adverbial, which creates some concluding suspense for the reader (Suddenly there was a FLOOD...).

Piece C, the adventure story, is a generally coherent narrative which depicts the opening of a story featuring Amelia Earhart. Coherence is upheld through a variety of devices.

Vocabulary is again a strength, as thoughtful noun phrases (tiny house... beautiful trees... small plane) and expanded noun phrases (black and speedy plane... giant, clear ocean) enhance description and show attention to the reader; they are less overused and list like in this piece than in Piece B. The writer shows some understanding of purpose through the inclusion of speech and an ending which leaves the reader in suspense (but then she saw a stripy tiger...).

Although not a requirement for KS1, speech is well used to express Amelia's excitement at her journey, finished with a punchy verb to enhance this further ("I'm going to do this!" Shed yelled.) and again later to express her relief at finding shelter ("phew".)

The inclusion of speech shows further attention to the reader, who gains insight from these brief interjections. In addition, the pupil builds a clear picture of Amelia's journey through careful vocabulary choices which set the scene and help the reader to visualise Amelia up in the air (the beautiful, orange sunset) and the scale of her view (she saw thousands of wales in the giant, clear ocean).

Simple co-ordination advances events and supports chronology (and set off... The sun rised and she saw... She looked in the window and saw beautiful trees... but then she saw a stripy tiger...) and justifies events and decisions (but then a storm hit and she had to find a shelter... but the storm was way to strong...). There are missed opportunities for subordination which would have added to the overall coherence of the piece, which, whilst fluent and clear, lacks detail and expansion in places.

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

This collection does not include direct recounting of real events. In a moderation visit, you would ask the teacher to provide additional evidence to meet this statement and demonstrate a greater range.

For the purpose of this training, some evidence relating to 'real' behaviours and facts can be seen in the report about hedgehogs (Piece A) which features a variety of interesting facts presented clearly and logically, and in Piece D, a letter written to Sir David Attenborough to find out about Jamaica.

Additional evidence relating to events is taken from narrative Pieces B and C.

The opening sentence draws the reader in with a direct question (Did you know...) followed by an interesting fact (Hedgehogs have more 5000 spines !!!?) showing that the

pupil has understood the purpose of this genre (to inform) and shows awareness of their audience. The pupil shows they are beginning to connect and expand ideas coherently by following up the question with a detailed, interesting fact also linked to spines (They have muscles on their back to help them pop their sharp, dangorous spines out!)

As is appropriate for the genre, statements are expressed using the present tense to convey information. Technical vocabulary is brought in at appropriate points (omnivores... predators) and facts are generally grouped by topic, as the pupil informs the reader about spines, baby hedgehogs, diet and habitat. This grouping adds to the overall coherence of the piece.

Aside from the opening question, sentence types are mainly statements which gives the report a list like structure. However, the pupil pays attention to the reader by interspersing noun phrases (sharp, dangorous spines... green bushes... scary, dangorous predators... dark forests) and one particularly thoughtful verb (pop).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the collection, most sentences are demarcated correctly with capital letters and full stops. All KS1 punctuation is used well to match the sentence construction and support the reader with understanding the writing.

Where questions have been asked, they are correctly demarcated with question marks – for example:

- in Piece D (What is the biggest Jamaica animal called? Where do the Jamaica animals live? Why do you love animals so much?)

There is one omission in Piece D (Did you kno Hedgehogs are omnivores and they cant have dairy milk or dog food because it will give them a tummy ache.).

The pupil has made some ambitious punctuation choices across the collection which go beyond the requirements of EXS and some which go beyond the key stage. Commas are used to separate items in Piece A (There favourite food is centipedes, slugs, beetles and worms.) and list adjectives in both narrative Pieces (B and C). Exclamation marks have been used in Pieces A (Did you know Hedgehogs have more 5000 spines!!!?... pop their sharp, dangorous spines out!... dangorous predators!!!) but the writer lacks control in their use in this piece. An exclamation mark also enhances speech in Piece C (“I’m going to do this!”...) and expresses the writer’s enjoyment at writing for purpose in Piece D (... but I’ve heard that you love animals!) The pupil is also beginning to use contractions accurately, for example in Piece D (I’ve... I’m) but this is inconsistent.

Although not a requirement at KS1, the pupil has included ellipses to build suspense in Piece B (Suddenly there was a FLOOD...) and again for the same purpose in Piece C (but then she saw a stripy tiger...). They have also used inverted commas for speech.

Punctuation is a clear strength across this collection.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the collection, present and past tense verb forms are used mostly correctly and consistently.

The past tense is generally maintained throughout Piece B, the story of Pete the Badger. There is a slightly unconventional jump from the continuous present tense (trees are swaying in the wind), and the simple present tense (There is a tidy, friendly badger called Pete.) to the simple past tense (Pete scoured...) at the outset. However, thereafter the narrative moves to the simple past tense consistently (polished... ruined... wanted) including one irregular past tense verb, which is correctly represented (dug). Verb endings are correct throughout.

The past tense is accurately used in the adventure story (Piece C) (hopped... yelled... found... landed... looked... saw... realised... stopped... tiptoed...) with the exception of two errors (The sun rised) and (So, she had to to look around silently). These errors suggest that tense is not entirely consistent at times and reads a bit awkwardly, but this is the exception rather than the rule.

Pieces A (the report), and D (the letter) are written in the present tense, as befits each genre. Piece E (the poem) is written consistently in the present progressive tense.

The pupil can, 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

Co-ordination and subordination are evident across the collection.

In the report (Piece A) co-ordination exists mainly to join facts through the use of 'and' (centipedes, slugs, beetles and worms... forests, woods and gardens). The pupil includes one ambitious multi clause sentence (Did you know Hedgehogs are omnivores and they cant have dairy milk or dog food because it will give them a tummy ache.), followed by effective use of further subordination to provide additional detail (Hedgehogs go in green bushes when they hear scary, dangorous predators!!!).

Co-ordination is used sparsely in Piece B. Where evident, it supports chronology, links adjectives and adds a sense of longevity to Pete's thankless task (Pete scoured the thorny, tall and brown trees until they were spotless... He polished the bunnies and

washed them all ... so he dug up every single tree in the forest!!!) Co-ordination also provides reasoning for Pete's dissatisfaction (Pete wasn't happy because all the rough trees had no Autumn leaves) although 'because' is then used incorrectly in place of 'and' where the writer attempts to link Pete's exhaustion with his desire to go home (He was exhausted because he wanted to go back...) demonstrating some inconsistency in understanding.

Co-ordination is used mostly accurately but not always effectively in Piece C. Co-ordination is mainly limited to 'and' to link events and 'but' to provide reasoning, including one use of 'but' as a sentence opener, which detracts from the coherence of the section (But then she found a tiny house...). There is no evidence of subordination in this piece.

Subordination supports the motivation for the letter in Piece D (I'm writing to you because...) and again, co-ordination mainly functions to join clauses and provide reasoning. The writer includes a sophisticated use of 'but' when explaining the reason for choosing to write to David Attenborough (I don't know much about you but I've heard that you love animals!).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

This pupil's spelling is largely accurate across the collection and is a clear strength.

Where correct graphemes have not been selected, the pupil makes mostly phonically plausible attempts at spelling – for example, in the:

- adventure story (Piece C) (wales)
- poem (Piece E) (wispering).

The pupil can, after discussion with the teacher, spell many common exception words

Across the collection, where used, year 1 common exception words are spelt correctly.

Where used, year 2 common exception words are spelt correctly – for example, in the:

- report (Piece A) (because)
- story (Piece B) (every)
- story (Piece C) (find... beautiful)
- poem (Piece E) (water).

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Capital letters are consistently of the correct size, orientation and relationship to one another and to lower case letters.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters

Across the collection, the pupil uses spacing between words that reflects the size of the letters.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at GDS' because not all of the statements for this standard are met.

The pupil can write coherent narratives and is beginning to write for different purposes. For example, the non-chronological report presents factual information in the present tense; the poem, which creates a vivid image of Jamaica and the letter, written in the first person, is laid out clearly with a conventional opening (Dear) and customary closing (your sincerely). However, across the collection, writing is not yet sufficiently effective and there is limited evidence of the pupil drawing on their wider reading to inform the vocabulary and grammar of their writing.

In addition, there is no evidence of the pupil making simple additions, revisions or proofreading corrections to their own writing, which is important in achieving the higher standard.

The pupil demonstrates a good vocabulary and in all pieces, language choices are appropriate. However, overuse of adjectives and expanded noun phrases hinders the flow and therefore effectiveness of some pieces, as the pupil overuses description, showing a lack of reader awareness. Proof reading and subsequent revisions may have solved this issue.

In the story (Piece B), adjectives support simple description (brown... thick... thorny... rough... cosy), but, aside from the thoughtful use of 'scoured' and 'spotless' the use of more ambitious vocabulary that might be drawn from other stories is lacking. The piece is a retell, so lacks some originality and an absence of time adverbials to support chronology means that the piece reads in a slightly stilted manner, compounded by identical sentence types (statements only).

The adventure story (Piece C) offers numerous noun phrases which are used with more control, but, from the fourth sentence in, are less successful in conjuring a vivid image of

the events as they unfold. The sequence of events is almost list like and lacking in development and whilst co-ordination is mostly accurate, it is not always effective. Although vocabulary is appropriate, writing lacks the richness of language required for the higher standard.

Piece D achieves its purpose of writing a letter to a famous naturalist. Tone is mostly consistent, although it slips in places. The piece offers limited detail, expanding only briefly on the background to the topic in the second paragraph and culminating in just three questions. The pupil's lack of understanding of Jamaica/n hinders coherence and flow. Although the writing is succinct, sequenced and appropriate for purpose, there are missed opportunities to provide specific details which could have elevated the writing. In this way, expansion and development are lacking.

This pupil clearly demonstrates some elements of GDS but is missing others necessary to be able to meet this standard overall. Although some vocabulary choices are good, the pieces lack effectiveness and evidence of wider reading to inform the choices. Often, choices are simplistic, following similar sentence types and lacking in the stamina for writing expected of a GDS writer. Additionally, there is no evidence to show that this pupil makes additions, proofreads or revises their writing.

The punctuation taught at KS1 is used mostly correctly, including apostrophes to mark contracted forms (I'm... I've) although there are some errors (cant [can't]... were [we're]... Shed [she'd]). Commas in lists are accurate but there is no evidence of apostrophes to show possession.

There is some correct use of suffixes to spell words correctly (learning... biggest... hopped... realised... swaying... spotless).

Handwriting is consistently joined.