



Standards
& Testing
Agency

Key Stage (KS1) English writing teacher assessment moderation

Self-led training resources: Exercise 9

2022

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KS1 Training Resources: Exercise 9

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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 9: Pupils working at or below the pre-key stage standards

This training exercise focuses on writing by pupils working below the standards of national curriculum assessment.

The purpose of the exercise is to support moderators in:

- developing knowledge of the assessment arrangements for pupils working below the standards of national curriculum assessment
- validating or challenging a teacher judgement of working towards the expected standard (WTS) during a professional discussion
- examining pupil work against the KS1 teacher assessment (TA) framework and the pre-KS1 TA framework
- reflecting on how knowledge of the pre-key stage framework can support understanding of WTS
- evidencing the pre-KS1 TA framework standards.

This exercise should take approximately 60 minutes to complete.

In addition to this exercise, you will need the following documents, on screen or in hard copy:

- [KS1 TA frameworks at the end of KS1](#)
- [Pre-KS1: pupils working below the national curriculum standard - TA framework](#)

You may also wish to have the following materials available:

- [The engagement model](#)
- [KS1 assessment and reporting arrangements](#)
- [KS1 TA guidance](#)

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 pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points. Some pupil scripts are taken from previous standardisation exercises.

Overview

This training exercise focuses on pupils working below the standards of national curriculum assessment described in the English writing frameworks, and aims to develop moderators' understanding of the assessment arrangements for these pupils. This knowledge may support you when challenging or validating a TA judgement of WTS.

After completing this exercise, you will have:

- stronger knowledge and understanding of the guidance related to using the pre-KS1 TA framework
- familiarity with the pre-KS1 TA framework for writing
- an increased awareness of the distinctions between writing assessed as WTS and that assessed as standard 4 (PK4).

Your role

Your role as a moderator is to work alongside the teacher to build a picture of what a pupil 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: Exploring the assessment of pupils working below the standards for the end of KS1

The role of LA moderator requires deep knowledge and understanding of the standards of national curriculum assessment and how the standards can be evidenced in pupils' written work.

As the writing presented at moderation visits will not always meet the standards described in the TA framework, moderators also require knowledge of the pre-KS1 assessment framework for pupils working below those standards.

Moderators visiting schools are less likely to encounter work by pupils assessed against the engagement model. However, for a more complete understanding of the ways in which pupils working below the end of key stage standards can be assessed, it may be useful for moderators to know when that model is applied.

In Activity 1, you will be asked to reflect on your knowledge of the processes for assessing children working below the national standards in writing, and then to review the pre-key stage framework for KS1.

Activity 1a: Reflecting on prior knowledge

Reflect on your own knowledge of the assessment of children working at pre-key stage standards, and on the levels of understanding of this aspect of assessment that you encounter during moderation visits to schools.

- if you are unable to validate a teacher judgement of WTS, how confident are you at following and explaining the arrangements for assessing children working below the national standards?
- how able are you to articulate the distinction between WTS and PK4 in writing?
- how much experience do you have in evidencing the statements for writing for PK4, or below?



You may like to record your thoughts on the notepad.








Notepad

- I feel confident that...

- I would like to develop my knowledge and understanding of...

Now read the table on the next page which outlines all the assessment arrangements for the end of KS1.

Assessing pupils in English (writing) at the end of KS1

| | | |
|--|--|--|
| Assessing pupils in English (writing) at the end of KS1 | | Pupils who have completed the programme of study (PoS) KS1 English (writing) and are working at the standard of national curriculum assessment |
| Pupils working below the standards of national curriculum assessment | | |
| Pupils not yet engaged in subject-specific study | Pupils engaged in subject-specific study and: ... are working below national standards or ... have not completed the English (writing) programme of study and are moving on to key stage 2 or ... cannot communicate in English |  |
| |  | Assess against the TA frameworks at the end of KS1 (English writing). Award: <ul style="list-style-type: none"> • working towards the expected standard (WTS) • working at the expected standard (EXS) • or working at greater depth (GDS) |
| Assess using the engagement model |  | Assess using the pre-KS1 TA framework |
|  |  | |
| Assess progress and achievement in five areas of engagement: <ul style="list-style-type: none"> • exploration • realisation • anticipation • persistence • initiation | Award pre-key stage standards: <ul style="list-style-type: none"> 1-4 • PK1 • PK2 • PK3 • PK4 | |

Key points:

Statutory TA at the end of KS1

The [KS1 assessment and reporting arrangements](#) outline the requirement for teachers to understand the TA frameworks, the pre-key stage standards and the engagement model, and to know how to select the relevant framework for their pupils. In instances in which you need to validate or challenge a judgement of WTS, your good knowledge of these assessment arrangements may support teachers in reaching an accurate judgement.

The engagement model and pre-key stage TA frameworks were developed in response to the [Rochford Review](#) of the assessment arrangements for pupils working below the standards of national curriculum assessment, and the subsequent public consultation. One of the guiding principles behind the review's recommendations was that primary statutory assessment arrangements should enable all pupils to demonstrate attainment and progress of all kinds. These recommendations also resulted in the improved alignment of assessment arrangements. Pupils are able to progress through the primary statutory assessment arrangements – from the engagement model to the pre-key stage standards and then the TA framework standards.

Pupils working below the standard of national curriculum assessment may be described as 'engaged in subject-specific study' or 'not engaged in subject-specific study'. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

Pupils working below national curriculum assessment standards who are engaged in subject-specific study are assessed against the pre-key stage standards, while those who are not engaged are assessed against the engagement model.

The engagement model replaced P scales 1 – 4 in 2021/22. It is a formative TA tool for pupils working below the standard of the national curriculum. Pupils assessed using this model are usually described as having severe or profound and multiple learning difficulties. They operate at very early stages of cognitive, physical, social and emotional development.

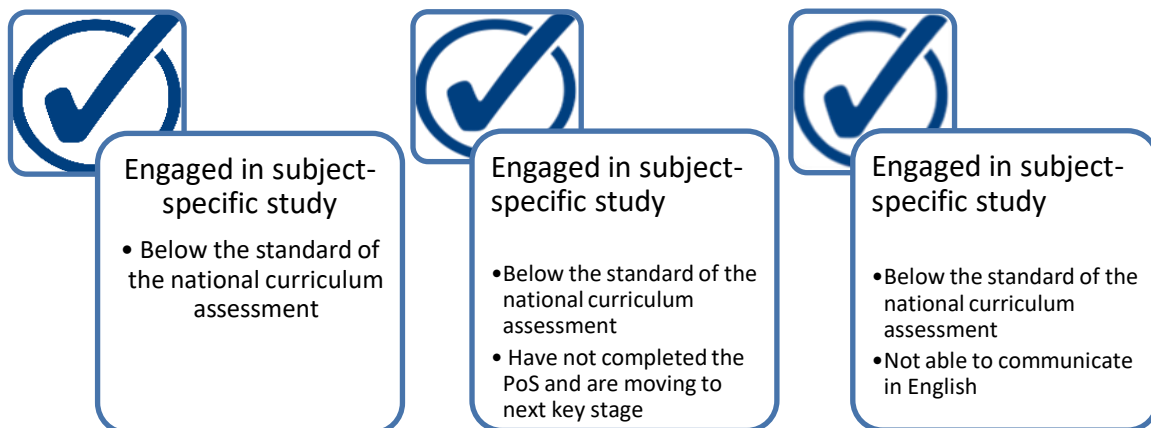
Schools are required to inform the Department for Education which pupils in both key stages are being assessed using this model, but not to submit data on individual pupils' achievements and progress.

Further information on the model can be found by following this link: [the engagement model](#).

The pre-key stage standards

Pupils who are working below the standard of national curriculum assessment and are engaged in subject-specific study are teacher assessed at the end of KS1 in writing, maths and reading against the statutory pre-key stage standards.

This will include pupils who are:



The pre-KS1 standards for English writing are:

- numbered 1 – 4
- shared with the pre-key stage one TA framework.

The pre-key stage framework should only be used as a summative assessment at the end of the key stage. For formative assessment, teachers should assess individual pieces of pupils' work in line with their school's own, more detailed assessment policy and not against these standards.

The pre-KS1 framework functions in the same way as the TA framework.

- each of the four standards of attainment contains 'pupil can' statements on which teachers base their judgements.
- teachers are required to evidence these judgements with a broad range of writing from a pupil's day to day work in the classroom which demonstrates that the pupil meets the standard described overall.
- teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates a standard is met is sufficient to show that they are working above the preceding standards.

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:



Pupils working at the pre-key stage standard and moderation

There is no statutory moderation of judgements made against the pre-key stage standards. (However, the guidance in the pre-KS1 framework recommends that judgements made using the pre-key stage standards are, as far as possible, moderated internally and with other schools to quality assure teachers' judgements.)

Work by pupils already assessed against the pre-key stage standards at the time of a moderation visit will therefore not form part of the sample selected by LA moderators for review. The KS1 assessment guidance stipulates that moderators select work by pupils who are representative of their cohort and working within the standards described in the TA framework for writing.

However, should a moderator be unable to validate a teacher judgement of WTS during a professional discussion, an examination of the pupil's work against the pre-key stage framework may help reach agreement over the final standard awarded. Activity 2, later in this exercise, walks you through such an examination, in which a collection of work is analysed to determine whether the pupil is working within or below the TA framework.

To be assessed at any standard, a pupil must have already met the 'pupil can' statements in the preceding standard(s). Therefore, good knowledge of the pre-key stage framework supports the application of the TA framework, and specifically the WTS framework.

The final activity in the first section of this training asks you to read and reflect on the pre-KS1 framework, before moving on to examine pupil work against both the pre-key stage framework and the TA framework in Activity 2.

Activity 1b: Examining and reflecting on the pre-key stage statements

Read through the pre-KS1 framework below and consider the following questions:

- is there anything that strikes you on reading the pre-KS1 standards?
- which of the standards – if any – might you encounter during a moderation visit?
- how does PK4 differ from WTS? How might this appear in pupils' writing?

Record your response by annotating the framework or using the notepad.



Notepad

- is there anything that strikes you on reading the pre-KS1 standards?

- which of the standards – if any – might you encounter during a moderation visit?

- how does PK4 differ from WTS? How might this appear in pupils' writing?

Pre-KS1: pupils working below the national curriculum assessment standard – TA framework English (writing)

Qualifiers and examples

Some of the statements within the standards contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the skill/knowledge is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent. Some of the statements contain examples. These do not dictate the evidence required but show only how that statement might be met.

| |
|---|
| Standard 1 |
| Composition The pupil can: <ul style="list-style-type: none">say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). |
| Transcription The pupil can: <ul style="list-style-type: none">draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). |
| Standard 2 |
| Composition The pupil can: <ul style="list-style-type: none">say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). |
| Transcription The pupil can: <ul style="list-style-type: none">form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and readingidentify or write these 10+ graphemes on hearing corresponding phonemes. |

| |
|--|
| Standard 3 |
| <p>Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). |
| Standard 4 |
| <p>Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). |

WTS, from the TA frameworks, for comparison:

| |
|---|
| Working towards the expected standard |
| <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. |

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Key points

- the four standards describe attainment in two key areas of writing – composition and transcription – and the statements within each standard are grouped under these two categories.
- what is perhaps striking is the range of attainment described across the framework. For example, in composition, pupils working at PK1 are only required to orally complete an adult's sentence by suggesting a missing word; whereas pupils working at PK4 can write a rehearsed sentence after discussion with their teacher. This reflects the realisation of the aims of the Rochford Review, namely that statutory assessment arrangements encompass all types of achievement.
- the statements describing attainment in transcription in PK 1 – 4 remind us that pupils working within these standards are in the very early stages of their journey towards securing the phonic knowledge necessary to achieving EXS in reading and writing by the end of KS1.
- as work by pupils working within this framework do not form part of the sample selected by moderators for moderation, you are unlikely to be presented with work evidencing standards 1 – 4 during a school visit. There will, however, be occasions when you may need to challenge a teacher's WTS judgement, and therefore an understanding of the distinctions between the standards in the pre-key stage framework and WTS in the KS1 framework can be useful.
- an understanding of PK4 also supports understanding of WTS, as pupils must have secured all the 'pupil can' statements in this standard before being awarded WTS. Checking that a pupil has achieved all of the PK4 statements may support the process of validating or challenging judgements at WTS.

Activity 2: Identifying work at or below the standards of national curriculum assessment

During Activity 2, you will be asked to consider scripts from 2 pupils against statements for WTS and then, if required, PKS. For the purposes of training, this exercise focuses on two pieces of work per pupil only; it is not based on a full collection. You will need the pre-KS1 TA framework to hand as well as the statements for WTS.

Activity 2a: Exploring pupil scripts

The following pages contain scripts from two pupils, 'A' and 'B' (note again that these are not whole collections).

Please approach the writing as you would during a moderation visit.

Review the scripts first using the KS1 TA framework statements for WTS. If helpful, annotate the scripts to highlight evidence towards the standard.

Consider the questions below.

- which statements at WTS receive confirmation in this piece?
- are there any statements or parts of statements which have no evidence?
- if the pieces fall below WTS at this stage, what would your approach be?

Record your response by annotating the texts.

Pupil A – Piece A

Context: as part of their learning about Antarctica, pupils shared 'The Great Explorer' by Chris Judge. Shared writing involved constructing an adventure story. This pupil then ordered pictures from the story and retold the main events.



tom was
shock to see his
boat on the front
of the news paper
because in the north pole.

so tom says
of to save his boat.



so tom says
of to save his boat.



tom's knee blew and
faintly he spotted
a cave for he can
shoot from the
snow storm.



tom
for a tent and



Tom sin his bab
and hybroc his leg.



tom filys his fly
and a hel coat saw
them.

Pupil A – Piece B

Context: as part of the class topic on Antarctica, the pupil wrote a letter to persuade their mum to support the school in adopting a penguin.

Dear Mum,

please can you give me
money so I can adopt
penguins! penguins
are better than because
they don't say "ate" and they
are cute. The penguins have to
take

swim fast because fishmen
are taking all the fishmen
penguins!

please think about what I have
said.
from



Notepad

Pupil A: your thoughts based on initial review of two scripts

- which statements at WTS are evidenced in these pieces?
- are there any statements or parts of statements which have no evidence?
- in a moderation visit, what would your next step be?

Activity 2b: Reflection on initial review of Pupil A

The following commentary has been written to illustrate the process of analysing individual pieces of writing to support decision making within a moderation visit. It is not based on a full collection of pupil work.

The pieces will be judged initially against the TA framework for WTS.

Now read and reflect on the commentary for Pupil A.

The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)

Piece A demonstrates that this pupil can write individual sentences which, when read alongside images, form a brief outline of the main events in a story. The pupil's writing has been scaffolded by using pictures to represent the key events. As a result, writing comprises a series of captions which outline the experience of the protagonist, Tom, in his search to find his missing father – a great explorer, who ventured alone to Antarctica.

Sentences are sequenced, but this is more likely due to the inclusion of pre-ordered images from the story, which was done following group discussion with an adult. Events are presented simplistically but sentences do not flow together coherently to create a narrative; we cannot therefore verify that the pupil is able to independently write sentences that are sequenced to form a short narrative.

We are introduced to the main character (Tom) in the first sentence and to his surprise at seeing his father on the front page of the newspaper (tom was shoct). There is one indication of chronology to support sequencing through the use of 'so' in the second section (so tom sayls of to sav his bab.), however this is the only point at which sequencing is supported through co-ordination in this way.

Writing outlines Tom's experiences, with the inclusion of some interesting vocabulary (shoct [shocked]... ftntntly [fortunately]... sptib [spotted]) and a clear concluding sentence which rounds up events (Tom fiiys his fle anb a helcopt savs them. [Tom fires his flare and a helicopter saves them]).

Deciphering some text is challenging in places owing to the spelling and handwriting of the piece.

For this statement to be sufficiently met, more evidence would be required in a moderation visit.

Demarcate some sentences with capital letters and full stops

Piece A is demarcated with full stops at the end of most sentences. There is little indication that the pupil is fully aware of sentence boundaries, as full stops tend to be placed, albeit correctly, at the end of each caption. Capital letters are lacking, apart from one sentence where the name is correctly capitalised (Tom sin his bab...).

Piece B, a letter written to persuade the writer's mum to support the school in adopting a penguin, begins appropriately with a capitalised opening (Dear mum,) and is largely punctuated with exclamation marks rather than full stops (so I can abopt peguins!... fishmn are tacing ol the fishmn penguins!) However, this does show some emerging recognition of sentence boundaries. There is one correct use of a full stop to demarcate a sentence within the first section (anb them iying.) and at the end (please thinc abat wi I hav said.).

At this stage in the moderation process, these two pieces do not yet provide enough evidence to prove that the pupil is able to demarcate some sentences with capital letters and full stops. The qualifier 'some' indicates that the skill/knowledge is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent. Piece A demonstrates the use of full stops but as mentioned, it is likely that sentence boundaries have been recognised due to the structured framing of the piece and the fact that the pupil has written captions rather than narrative sentences. Piece A also only shows one instance of capitalisation. Piece B, which is less scaffolded, is lacking in capitalisation although sentence boundaries are starting to become clearer.

For this statement to be sufficiently met, more evidence would be required in a moderation visit.

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others

Pupil A attempts to segment spoken words into phonemes and can represent these by graphemes spelling some words correctly – for example, in the:

- story (Piece A) (tom... his... bab [dad]... on... snow... leg... anb [and])
- letter (Piece B) (Dear... mum... can... money... can... abopt [adopt]... swim).

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

- story (Piece A) (shoct... frunt... sayls... sor... broc)
- letter (Piece B) (plees... gif... feva [further]... thinc... hav).

The pupil does not spell enough words correctly to make the writing easily decipherable, so overall, this statement has not been met. In order for this statement to be sufficiently met, more evidence would be required in a moderation visit.

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

Across the collection, the pupil provides evidence that they can spell some common exception words, most of which are drawn from the year 1 examples in Appendix 1 of the national curriculum – for example, in the:

- story (Piece A) (was... his... the... to... a)
- letter (Piece B) (you... so... I... said).

For this statement to be sufficiently met, more evidence would be required in a moderation visit.

The pupil can, after discussion with the teacher, form lower case letters in the correct direction, starting and finishing in the right place

Across these pieces, some lower case letters are typically not correctly formed, and the pieces are, in places, difficult to read as a result.

The lower case letter 'd' is reversed throughout and there are issues with the formation of the letters 'w', 'n', 'a' and 'e'. Letters often do not start and finish in the correct place, particularly those with ascenders (h, d, l, t). The letter 'f' is not correctly placed so that the descender sits below the line, although the descenders for 'y', 'p' and 'g' are correctly placed. The letter 'e' often sits below the line.

For this statement to be sufficiently met, more evidence would be required in a moderation visit.

The pupil can, after discussion with the teacher, form lower case letters of the correct size relative to one another in some of their writing

In these pieces, lower case letters are largely of the correct size relative to one another. Although letters tend to 'fall off' the lines in places and some letters have not been correctly placed, generally most letters are of the correct size in relation to each other. At times, the height of some ascenders is inconsistent (for example, in the letters 'h' and 'l') and lower case letters resemble their upper case form (for example, the letter 's'), but, across the collection, there is sufficient evidence that the pupil can form lower case letters of the correct size.

The pupil can, after discussion with the teacher, use spacing between words


The pupil demonstrates appropriate spacing between words in most of their writing, with the occasional omission of spacing, for example, in the story (Piece A) (andhybrok his leg.).

Key point:

This commentary has shown that Pupil A has not fully or consistently met all of the statements for WTS. There is some evidence of the statements and the pupil is on the way to evidencing others. At this stage in the moderation process, you would move to the PKS document [Pre-KS1: pupils working below the national curriculum standard](#) and analyse the work samples against these statements. You would then continue to review the remainder of the collection of pupil work against this framework.

Activity 2c: Reviewing evidence against the pre-KS1 standards

Using pieces A and B from Pupil A, complete the table as much as possible, noting evidence from the writing samples provided.

|  | Pre-KS1 – PK4 | Evidence in pieces A and B |
|---|--|----------------------------|
| Composition: | The pupil can make up their own sentences and say them aloud, after discussion with the teacher. | |
| | The pupil can write down one of the sentences they have rehearsed. | |
| Transcription | The pupil can form most lower case letters correctly | |
| | The pupil can identify or write the 40+ graphemes in PK4 of English language comprehension and reading on hearing the corresponding phonemes | |
| | The pupil can spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (for example, frog, hand, see, chop, storm, splash). | |

| | | |
|--|---|--|
| | The pupil can spell a few common exception words (for example, I, the, he, said, of). | |
|--|---|--|

If necessary, during a moderation visit, you could also review Standard 3 for comparison.

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

| | Pre-KS1 – PK4 | Evidence in pieces A and B |
|---------------|--|--|
| Composition: | The pupil can make up their own sentences and say them aloud, after discussion with the teacher. | <p>Piece A presents captions that reflect the key events of a shared story.</p> <p>Piece B is compiled of short sentences with the intention to persuade.</p> <p>Establishment of this statement would be dependent on discussions with the class teacher.</p> |
| | The pupil can write down one of the sentences they have rehearsed. | Both pieces consist of several clear sentences. |
| Transcription | The pupil can form most lower case letters correctly | <p>Most lower case letters are formed correctly, except for 'w', 'n', 'a' and 'e.'</p> <p>The lower case 'd' is reversed.</p> |
| | The pupil can identify or write the 40+ graphemes in PK4 of English language comprehension and reading on hearing the corresponding phonemes. | Written transcriptions do not evidence this statement. This evidence would need to be discussed with the teacher. |
| | The pupil can spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (for example, frog, hand, see, chop, storm, splash). | <p>Piece A (tom... his... bab [dad]... on... tent... snow... leg... anb [and])</p> <p>Piece B (Dear... mum... can... money... can... abopt [adopt]... swim).</p> <p>There is limited evidence of consonant clusters or simple digraphs.</p> |
| | The pupil can spell a few common exception words (for example, I, the, he, said, of). | <p>Year 1 common exception words:</p> <p>Piece A: (was... his... the... to... a)</p> <p>Piece B: (you... are... so... I... said).</p> <p>Year 2 common exception words:</p> <p>Piece B (because)</p> |

Now review Pupil B, using the same approach as Pupil A. Note your comments by annotating the scripts.

Pupil B – Piece A

Context: as part of their topic on pirates, pupils shared the story 'The Pirate Next Door' by Jonny Duddle. They then wrote a story about a neighbour who moves in next door.

The Princess ~~was~~ next door
Lewis's at number 90 lives at
Dull-on-sea the house ~~is~~
next door has bin empty
four years. Lewis started to
get ~~very~~ bored but then
Lewis saw a princess ~~have~~
move in but the ~~princess~~ avoid
~~the~~ princess every one because she
waves her wand every day. So it
st annois every one all the time.
They ~~at~~ also avoid every ~~one~~ because
she might turn you into a
unicorn. ~~at~~ and The ~~princess~~ ceeeps
every one away all night
and it's very annoying alot

and she might turn every one into a frog.
and the princess leev's
a magic unicorn but
that she may maid Lewis &
sad because he is
became best friend's
with the wonderful &
and magical princesses. But
when the princess waves
her wand around it made
Lewis very very happy all
but the princess didn't have

friend but then she the
princess maid a best &
friend. So it maid maid
both of them friend's
so it maid to them very
happy. The princess leev's
lode's of magic unicorn's
The princess went to get
a jenny where & the
princess go to live.

Pupil B – Piece B

Context: after reading 'Goldilocks and the Three Bears' and thinking about the story from different viewpoints, pupils wrote a newspaper report about Goldilocks breaking into the three bears' cottage.

On Monday at
10 o'clock Goldilocks
was sciping throo the
woods and then she
seen a small cat
but then she smeled
3 bds of porridge
then she climbed ~~thru~~

the window but ~~goldy~~
goldilocks was aged to
*The next morning
the ~~three~~ bears ^{came} ~~to~~ Buck
from there morning stroll
then the bears was
~~shocked~~ shocked to see
that Baby Bears
porridge had ~~been~~
eaten and then
Mummy Bear called
the Polic but when
Polic got here the
Polic spotted the girl
and ~~bite~~
then the Polic
chased the girl
but then the Polic
got the little ~~girl~~ ^{girl}



Notepad

Pupil B: your judgement based on initial review of two scripts

- which statements at WTS are evidenced in these pieces?

- are there any statements or parts of statements which have no evidence?

- in a moderation visit, what would your next step be?

Activity 2d: Reflection on initial review of Pupil B

The following commentary has been written to illustrate the process of analysing individual pieces of writing to support decision making within a moderation visit. It is not based on a full collection of pupil work.

The pieces will be judged initially against the TA framework for WTS.

Now read and reflect on the commentary for Pupil B.

The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)

The pupil writes simple sentences that are sequenced to form short narratives about the first-hand experiences of fictional characters, based on books shared in the classroom.

The story (Piece A) opens succinctly, with some replicated story language and detail drawn from the stimulus text – the suggestive town name of ‘Dull-on-sea.’ The scene is set through the inclusion of details relating to setting and character (the house next door has bin empty four year’s. Lewis started to get bored...) and thereafter, a basic chronology of simple events follows. Events are sequenced using conjunctions and adverbs (but then... she waves her wand every day... all the time.), culminating in the event which changes Lewis’s attitude to the actions of the princess (But when the princess waives her wand around it makes Lewis very very Happy...). Sentences are repetitive and muddled in parts, due to the repetition of words, phrases and actions; this results in a list like series of events that lack cohesion. However, through this repetition the reader is able to glean the key facts and follow the sequence of events; the princess causes annoyance to her neighbours, uses her magic to befriend Lewis and gift some magical unicorns, before finally moving away. The narrative is framed by an ending which gives a rather abrupt conclusion to the story (The princess went to Germany where the princess goes to live).

Tenses are inconsistent in this piece and generally across the collection. The writer uses the present tense to introduce Lewis and establish setting (Lewis is at number 90 Lives at Dull-on-sea), then moves into the simple past, including some correct use of irregular verbs (Lewis started... saw... the princess annoyed every one). After the initial introductory section, tenses continue to move from present (waves... annoys... Lewis’s) back to simple past (but she made Lewis sad... became best friend’s...). This contributes to the overall lack of cohesion; however, sequencing is supported through co-ordination, which helps to move the narrative on (...and she might turn every one into a frog). The use of ‘so’ provides reasons for actions (So it annoys every one...). The pupil is beginning to add

details to engage the reader, through simple noun phrases (magic unicorn... WondiFuL and migicul prinses); the emotions of the main characters are also signalled (she maid lewis sad... it maid them very Happy).

There is also evidence that the pupil can write for a range of other purposes: the newspaper report (Piece B) offers an account of Goldilock's adventure in the woods, incorporating key facts (Goldylocke was sciping throo the woods and then she seen a small cotij...) and adverbials to support chronology (On Monday at 1 o'clock... The next morning... then). The piece descends into a less coherent list like series of statements, including repetition of 'and then', outlining Goldilocks' escape from the cottage and the subsequent police chase, leading to her capture.

These pieces provide sufficient evidence for the award of WTS. However, during a moderation visit, further evidence could be sought from additional pieces if required.

The pupil can, after discussion with the teacher, demarcate some sentences with capital letters and full stops

Across the collection, there is evidence to suggest that the pupil is beginning to recognise sentence boundaries by correctly demarcating some sentences with capital letters and full stops.

Generally, where sentence boundaries are recognised, full stops are followed by capital letters, with the occasional omission. In Piece A, sentence boundaries are not always recognised, often due to the overuse of conjunctions which create elongated sentences; for example, in Piece A (The prinses ceep[s] every one awayc all night and it's very anoing alot and she might tern every one into a fro[g] and the Prinses leev's a magic unicorn...).

In these pieces, there is sufficient evidence of demarcation for the award of WTS.

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

The pupil can segment spoken words into phonemes and can represent these by graphemes spelling some words correctly – for example, in the:

- story (Piece A) (number... started... move... waves... unicorn... magic... every... best... Friend... around... Happy... live)
- newspaper report (Piece B) (woods... small... climbed... aged... next... morning... Back... stroll... shocked... mummy... Baby).

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

- story (Piece A) (bin... emty... bord... prinses... anoid... awayc... tern... leev's... maid [made]... becaim... wondiFul... migicul... waive[s]... whent... jermny... yoost)
- newspaper report (Piece B) (sciping... throo... cotij... smeled... bols... porij... caim... polec... spotted... gerl).

In these pieces, there is sufficient evidence for the award of WTS.

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

The pupil provides evidence that they can spell some common exception words, most of which are drawn from the year 1 examples in Appendix 1 of the national curriculum – for example, in the:

- story (Piece A) (where... Friend... house)

Across the wider collection (not included in this exercise), there is sufficient additional evidence for the award of WTS.

The pupil can, after discussion with the teacher, form lower case letters in the correct direction, starting and finishing in the right place

Across the collection, lower case letters are mostly correctly formed, starting and finishing in the right place.

In these pieces, there is sufficient evidence for the award of WTS.

The pupil can, after discussion with the teacher, form lower case letters of the correct size relative to one another in some of their writing

In most of the pupil's writing, lower case letters are of the correct size relative to one another. At times, the height and positioning of some ascenders is inconsistent – for example, in the letters 't', 'l' and 'd.' Additionally, the pupil's presentation of the letter 'k' and 'f' often appears in capital form when lower case is required; however, across the collection, there is sufficient evidence to meet the statement.

In these pieces, there is sufficient evidence for the award of the 'working towards' standard.

The pupil can, after discussion with the teacher, use spacing between words

In all pieces, the pupil demonstrates appropriate spacing between words.

From a detailed review of two scripts, the samples provide clear evidence that Pupil B is WTS. Further pieces (not included in this sample) affirm this judgement and the pupil has been moderated as such.

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:



Summary

You have approached two small sets of pupil writing in the same way and gathered evidence systematically, first using statements for WTS then, as necessary, statements for PKS. This approach is one that could be mirrored during a moderation visit, particularly where you need to challenge a judgement of WTS. Working in this way and highlighting clear written evidence will support the class teacher in reaching an accurate judgement.

In this training, you have:

- explored the guidance related to the pre-KS1 assessment framework
- identified pupil work that falls below the TA framework standards
- examined pupil work against the pre-KS1 TA framework
- evidenced the pre-KS1 TA framework standards
- compared to pupil work which is WTS and noted the distinction between the two.

You should have:

- a stronger knowledge and understanding of the guidance related to using the pre-KS1 framework
- an increased awareness of the distinctions between writing assessed as WTS – or working towards the expected standard – and that assessed as PK4