



Key stage 2 English writing teacher assessment moderation: self-led training resources

Training Exercise 2: Distinguishing between standards (expected and greater depth) and using exemplification material

Response document

This exercise should be completed after key stage 2 (KS2) exercise 1. It builds on the processes begun in exercise 1.

This document accompanies **KS2 Training exercise 2**. You can use it on screen to type and save your responses to particular activities in that exercise.

To complete annotation activities, you will need to print out pieces A, C and D, from the work of Pupil A. Also, pieces B and C, from the national exemplification for greater depth standard (GDS) (Frankie).

Activity 1a

From Pupil A's writing, read Piece D (a diary entry).

Following the lines of enquiry, decide what evidence the second piece of writing adds to our growing picture of this pupil's achievement.

Consider the following questions.

1. Which statements at the expected standard receive confirmation in this piece?
2. Are there any statements or parts of statements which still have no evidence (particularly, expected standard 'pupil can' statement 3)?
3. Is there any new evidence that suggests you should check either the working towards standard (WTS) or the GDS (particularly, is there further evidence of greater depth 'pupil can' statement 1)?

Record your response by **annotating the text** or using the **Notepad**.

Notepad

1. Which statements at the expected standard are evidenced in this piece?



2. Are there any statements or parts of statements which still have no evidence (particularly, expected standard 'pupil can' statement 3: integrate dialogue in narratives to convey character and advance the action)?



3. Is there any new evidence that suggests you should check either the WTS or the GDS standard (particularly, is there further evidence of greater depth 'pupil can' statement 1: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (for example, literary language, characterisation, structure))?



Activity 1b

Based on your reading of Piece D in relation to the Lines of inquiry, answer the **True or False** statements.

Read each statement and underline or highlight **True** or **False**.



1. Piece D provides additional evidence towards one or more of the pupil can statements at the expected standard True / False
2. Piece D does not provide any evidence to support pupil can statement 3 (The pupil can integrate dialogue in narratives to convey character and advance the action) True / False
3. Piece D provides some evidence that would make me want to check the statements for GDS True / False
4. Piece D provides some evidence that would make me want to check the statements at WTS True / False


Activity 2

Read Piece A (a leaflet) and Piece C (a formal persuasive letter).

Decide what evidence these add to your growing picture of the pupil's overall achievement.

- What is effective about these pieces?
- What is less effective about these pieces?
- Having considered the evidence in these four pieces. What would you do next?

Annotate the pieces and make notes using the **table**. Two observations about the pieces have been added to start off this process.

	Piece A (a leaflet)	Piece C (a formal persuasive letter)
What is effective about these pieces?		emotive language used to highlight issue <i>(praise the clinging baby)</i>
What is less effective about these pieces?	rhetorical questions over-used	
Having considered the evidence in these four pieces . What would you do next?		

Activity 3

Look at Piece B (a description) and Piece C (an explanation) from Frankie.

How does each piece show evidence for this element of the greater depth statement

‘...drawing independently on what they have read as models for their own writing (for example, literary language, characterisation, structure)’?

Read each piece and **select evidence from the given list**.

Notepad

Evidence that the writer is...drawing independently on what they have read as models for their own writing (for example, literary language, characterisation, structure)



Find examples of evidence for the points below.

Piece B

Tension, drama and excitement built across three paragraphs through:

- close recording of physical sensations:
- judicious use of repetition:

Piece C

- researched information presented with precision:
- writing adapted to the audience through more personal comment: