



Standards
& Testing
Agency

Key stage 2 English writing teacher assessment moderation

Self-led training resources: Exercise 4

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 key stage 2 (KS2) 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 with colleagues is central to the moderation process and opportunities to do this when using these materials will support effective training.

Training exercise 4: Distinguishing between standards (working towards the expected standard (WTS) and working at the expected standard (EXS) at the end of KS2)

- reflecting on the distinctions between the 'pupil can' statements for WTS and EXS
- developing an understanding of how the 'pupil can' statements for these two standards might be evidenced

This exercise should take approximately 60-90 minutes to complete.

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

- [Teacher assessment frameworks at the end of KS2 \(English writing\)](#).

You may also wish to have the following materials available:

- [KS2 teacher assessment guidance](#)
- [Primary National Curriculum for English Appendix 1](#) and [Appendix 2](#)
- [Teacher assessment exemplification materials: English writing - working towards the expected standard, Dani](#).

You can work through the activities and record your responses on a hard copy of this exercise document.

If working on screen, you can use the accompanying response document.

This is editable and allows you to type and save your responses to some activities.

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

The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points.

Overview

KS2 Training Exercises 1, 2 and 3 focus on developing your understanding of the EXS and greater depth standards (GDS) and your ability to distinguish evidence for the 'pupil can' statements for those standards.

This next exercise, Exercise 4, focuses on the differences between the 'pupil can' statements for the EXS and WTS and reflects on the evidence that might support the awarding of those standards.

The exercise consists of three sets of activities and includes writing by pupils at EXS and at the WTS.

After completing this exercise, you will have:

- considered the distinctions between the 'pupil can' statements for WTS and the EXS
- developed your understanding of how the statements for these two standards might be evidenced
- reflected on how this understanding might support you during the moderation process, particularly when reviewing WTS work which also evidences some EXS statements.

Your role

Your role as a moderator is to work alongside the teacher to build a picture of what a pupil can do from the evidence presented, benchmarked against your standardised knowledge of the framework. This is to validate, or challenge, the teacher's original assessment judgement. Moderation by LA moderators supports the broader aim of quality assuring standards at a national level.

Activity 1: Considering the distinctions between the ‘pupil can’ statements for WTS and the EXS

This activity aims to develop your ability to articulate the distinctions between the ‘pupil can’ statements for EXS and WTS, and some of the ways these distinctions might be evidenced in pupil work.

Developing the ability to articulate and evidence these differences should support you in your role during professional discussions, particularly when reviewing WTS work which also demonstrates elements of the EXS. (For this reason, the emphasis here is on describing WTS and how it differs from EXS. For a more detailed exploration of the EXS, please see Training Exercises 1 and 2.) For example, imagine a scenario in which you are unable to validate a teacher’s judgement of EXS. Your ability to confidently articulate the distinctions between the WTS and EXS could help you reach a shared understanding of those standards with that teacher, and ultimately to agree on the standard to be awarded.

Pupil work that only evidences some of the expected statements across the collection would not be awarded EXS and would need to meet all the WTS statements to be awarded the WTS.

Activity 1a: Reflecting on the ‘pupil can’ statements for WTS and EXS

Each standard is made up of a set of ‘pupil can’ statements which work together to describe that standard. However, when it is necessary to articulate the differences between standards – what a pupil needs to be able to do independently at each standard and the types of evidence which support the different standards – it can be helpful to focus on the distinctions between individual statements which cover similar aspects of writing across standards.

Consider the framework statements for WTS and EXS, reflecting on the distinctions between them.

[Teacher assessment frameworks at the end of KS2 \(English writing\)](#)

- when describing the distinctions between the two standards in pupil work, which statements require more consideration?

You might like to record your initial thoughts on the table below.



Activity 1a

When describing the distinctions between the two standards in pupil work, which statements require more consideration?

Working towards the expected standard	Working at the expected standard
<ul style="list-style-type: none">• write for a range of purposes	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
<ul style="list-style-type: none">• in narratives, describe settings and characters	<ul style="list-style-type: none">• in narratives, describe settings, characters and atmosphere• integrate dialogue in narratives to convey character and advance the action
<ul style="list-style-type: none">• use paragraphs to organise ideas• in non-narrative writing, use simple devices to structure the writing and support the reader	<ul style="list-style-type: none">• use a range of devices to build cohesion within and across paragraphs• use verb tenses consistently and correctly throughout their writing
<ul style="list-style-type: none">• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	<ul style="list-style-type: none">• use the range of punctuation taught at KS2 mostly correctly
<ul style="list-style-type: none">• spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list	<ul style="list-style-type: none">• spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<ul style="list-style-type: none">• write legibly.	<ul style="list-style-type: none">• maintain legibility in joined handwriting when writing at speed.



Notes

Key points

Distinguishing the evidence which may support a judgement that the pupil is working at EXS from that which may indicate they are still working at WTS is more straightforward for some statements than others. For example, you may find it easier to articulate the differences in evidence for the handwriting statements across the two standards than it is to explain how to distinguish between evidence of 'writing for a range of purposes' (WTS) from evidence of 'writing effectively for a range of purposes and audiences...' (EXS).

When reviewing pupil work during a moderation visit, moderator and teacher will focus on each 'pupil can' statement for the relevant standard to ensure that every statement is sufficiently evidenced before validating that standard.

For the purposes of this training exercise only, however, the activities explore the statements across these two standards in four groups to support reflections on the distinctions between the two standards.

These groups encompass the statements which describe the following aspects of writing at EXS and WTS:

- handwriting, spelling and punctuation
- descriptive detail in narrative writing
- cohesion
- writing for purpose.

The groups of statements are set out in a series of tables and these tables are the focus of Activities 1b – e.

Activity 1b: Exploring the statements for handwriting, spelling and punctuation across the standards

This activity explores the differences in the statements describing handwriting, spelling and punctuation at EXS and WTS, and the evidence that might support each of those standards for these aspects of writing.

- compare the statements for each standard in Table 1 – what are the distinctions between them and how might the evidence for the standards differ?
- how easy or difficult is it to articulate those differences?


You might like to record your reflections on the right-hand column in the table. 

Table 1: handwriting, spelling and punctuation

Working towards the expected standard (WTS)	Working at the expected standard (EXS)	What are the distinctions between these statements and how might the evidence for them differ?
<ul style="list-style-type: none"> • write legibly 	<ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed 	
<ul style="list-style-type: none"> • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> • use the range of punctuation taught at KS2 mostly correctly 	
<ul style="list-style-type: none"> • spell correctly most words* from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list • (*National Curriculum for English Appendix 1) 	<ul style="list-style-type: none"> • spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary 	

Key points

Table 1: handwriting, spelling and punctuation

Table 1 describes pupil attainment in handwriting, spelling and punctuation. The differences between the statements in this group across the two standards are perhaps generally straightforward to distinguish and to evidence in pupil work.

It is particularly important, however, to pay attention to the qualifiers in these statements when making the distinctions between the standards. The qualifiers are explained in the [KS2 teacher assessment guidance](#) as follows:

Qualifiers are used in some statements to indicate the extent to which pupils demonstrate the required knowledge or skill. 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
- 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent

The completed table on the following page presents reflections on some of the ways evidence at WTS might differ from EXS in handwriting, punctuation and spelling.

Table 1: handwriting, spelling and punctuation continued

Working towards the expected standard (WTS)	Working at the expected standard (EXS)	Distinguishing between the two standards in pupil work
<ul style="list-style-type: none"> write legibly 	<ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed 	<p>At WTS, while it must be legible, there is no specific requirement for a pupil's handwriting to be joined. If handwriting is not joined or only occasionally joined and with effort, then the pupil is WTS. Pupils should have achieved automaticity in their use of joined handwriting to meet EXS. If there is evidence that a pupil has developed this skill over the learning period represented by their work collection, there is no requirement for every piece of work to demonstrate joined handwriting. However, to award EXS, there must be evidence of the pupil's ability to sustain joined handwriting over a longer piece of independent writing. Handwriting exercises or work in handwriting books can provide additional evidence towards the expected statement, but this evidence would not be sufficient on its own.</p>
<ul style="list-style-type: none"> use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> use the range of punctuation taught at KS2 mostly correctly 	<p>The range of punctuation to be used to achieve WTS is clear. Some pupils may also have begun to use a wider range of punctuation than that listed in the WTS statement, but if they are not using the range of punctuation taught at KS2 (see Appendix 2) mostly correctly where applicable, they have not met EXS. Pupil writing collections do not need to evidence every KS2 punctuation mark to meet the EXS standard. Teachers need only assess the punctuation a pupil uses. To meet the EXS statement, writers will only make occasional errors in using KS2 punctuation.</p>
<ul style="list-style-type: none"> spell correctly most words* from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list (*National Curriculum for English Appendix 1) 	<ul style="list-style-type: none"> spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary 	<p>Writers at WTS will be able to spell the year 3/4 words with only occasional errors. They will also be able to spell some of the year 5/6 spelling words correctly but will not do so consistently. Pupils writing at EXS will only make occasional errors with these words. The statutory year 5/6 word list combines words pupils frequently use in their writing with words often spelt incorrectly, and they should generally be evident in pupils' writing. However, if pupils do not use any of the words from their statutory lists in their day-to-day writing, evidence from spelling tests and exercises alone is sufficient.</p>

Activity 1c: Exploring the statements for descriptive writing across the standards

This activity explores the differences in the statements describing descriptive writing at EXS and WTS, and the evidence that might support each of those standards for this aspect of writing.

Compare the statements for each standard in Table 2.

- what are the distinctions between them and how might the evidence for the standards differ?
- how easy or difficult is it to articulate those differences?



You might like to record your reflections on the right-hand column in the table. 

Table 2: descriptive detail in narrative writing

Working towards the expected standard	Working at the expected standard	What are the distinctions between these statements and how might the evidence for them differ?
<ul style="list-style-type: none"> • in narratives, describe settings and characters 	<ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action 	

Key points

Table 2: descriptive detail in narrative writing

The expectations around pupils' ability to build detail in narrative writing are distinct when the statements for the two standards are compared.

Working towards the expected standard	Working at the expected standard	Distinguishing between the two standards in pupil work.
<ul style="list-style-type: none">in narratives, describe settings and characters	<ul style="list-style-type: none">in narratives, describe settings, characters and atmosphereintegrate dialogue in narratives to convey character and advance the action	<p>Writers attaining WTS must be able to include descriptive detail in their narrative writing. However, unlike writers at EXS, they may be more likely to 'tell' rather than to 'show'. For example, they may be more likely to include visual descriptions of characters and settings, often relying on simple noun phrases or similes; and less able to use what someone says and does to reveal more about that character, or to choose and use language that builds a strong sense of place and atmosphere. While dialogue may be included in narrative writing at this standard, it may not be successfully used to communicate new information to the reader and/or move the plot forward. Writers at this standard may also not be able to gauge the right amount of detail to support reader engagement and understanding, either missing out important information or overwhelming their reader with excessive information in parts. Their descriptive vocabulary may be underdeveloped, or their attempts at using more ambitious vocabulary may be inaccurate.</p>

Activity 1d: Exploring the statements describing cohesion across the standards


This activity explores the differences in the statements describing cohesion in writing at EXS and WTS, and the evidence that might support each of those standards for this aspect of writing.

Compare the statements for each standard in Table 3.

- what are the distinctions between them and how might the evidence for the standards differ?
- how easy or difficult is it to articulate those differences?

You might like to record your reflections on the right-hand column in the table. 

Table 3: cohesion

Working towards the expected standard	Working at the expected standard	What are the distinctions between these statements and how might the evidence for them differ?
<ul style="list-style-type: none"> • use paragraphs to organise ideas • in non-narrative writing, use simple devices to structure the writing and support the reader (for example, headings, subheadings, bullet points) 	<ul style="list-style-type: none"> • use a range of devices to build cohesion within and across paragraphs • use verb tenses consistently and correctly throughout their writing 	

Key points

Table 3: cohesion

The distinctions between the statements which describe a pupil's ability to organise their writing and achieve cohesion may require more consideration than the statements discussed so far above.

Working towards the expected standard	Working at the expected standard	Distinguishing between the two standards in pupil work.
<ul style="list-style-type: none">• use paragraphs to organise ideas• in non-narrative writing, use simple devices to structure the writing and support the reader (for example, headings, subheadings, bullet points)	<ul style="list-style-type: none">• use a range of devices to build cohesion within and across paragraphs• use verb tenses consistently and correctly throughout their writing	<p>Writers achieving WTS need to be able to sequence their writing logically. They also need to demonstrate an understanding that writing – events, ideas, facts – can be organised into units of related information, or paragraphs, and that, in some writing contexts, paragraphs may require headings. However, cohesion across and within paragraphs may be lacking in their writing. For example, each paragraph may cover a single topic, rather than link to the preceding and subsequent paragraphs to build a coherent whole. Individual paragraphs may be made up of a series of statements which the pupil is not yet able to bring together into a meaningful whole or which may contain some information that is irrelevant. Writers may also make omissions and lack knowledge of the devices that support cohesion, or the ability to use them consistently. For example, if a writer is unable to sustain verb tenses within a paragraph and across a piece, cohesion deteriorates. Other attempts at using cohesive devices, or words which can be used to show how the different parts of a text fit together, may be evidenced. However, if they are not used appropriately and to support cohesion and reader understanding, the writer is still working towards EXS.</p>

The statements referring to organisation and cohesion are further examined in Training Exercise 6 which explores cohesion in the context of balanced argument writing by two pupils, one WTS and one working at EXS. It is also explored in detail in Training Exercise 7 which looks at the ways in which a single pupil achieves cohesion in their writing at EXS across different pieces.

Activity 1e: Exploring the statements describing writing for purpose across the standards

This activity explores the differences in the statements describing writing for purpose at EXS and WTS, and the evidence that might support each of those standards for this aspect of writing.

Compare the statements for each standard in Table 4.

- what are the distinctions between them and how might the evidence for the standards differ?
- how easy or difficult is it to articulate those differences?



You might like to record your reflections on the right-hand column in the table. 

Table 4: writing for purpose

Working towards the expected standard	Working at the expected standard	What are the distinctions between these statements and how might the evidence for them differ?
<ul style="list-style-type: none"> • write for a range of purposes 	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately 	

Key points

Table 4: writing for purpose

The distinction between the statements in the two standards which describe a pupil's ability to write for purpose, and to select and manipulate language to support purpose, reader and form also require careful consideration.

Working towards the expected standard	Working at the expected standard	Distinguishing between the two standards in pupil work.
<ul style="list-style-type: none"> write for a range of purposes 	<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately 	<p>A pupil judged to be working towards EXS should demonstrate an understanding that writers write for different reasons – to inform, to entertain, to explain or to persuade, for example. This understanding should be evidenced by an ability to adopt the appropriate form and its conventions for a given purpose. However, their ability to select and manipulate language will still be developing, and their sentence structures may be simple, repetitive or inaccurate. Whereas pupils whose work meets EXS are described as writing 'effectively' for purpose, indicating that they are not only able to sustain the form, but also to select and use language to serve that form and engage their intended audience. Writers working at EXS make mostly appropriate choices and only occasional errors.</p>

These statements are also the focus of Training Exercise 6 which examines the work of two pupils – one working at EXS and the other WTS – and their ability to write for purpose when composing a balanced argument.

Summary

What emerges from these reflections is that the differences between the related statements for the two standards are sometimes quantifiable. In other words, the qualifier is sometimes the distinguishing factor. So, for example, at WTS pupils are required to spell some year 5/year 6 words correctly, while at EXS they must be mostly correct. Or the requirements are listed precisely and finitely. For example, the punctuation requirements for the two standards are precise.

But for other aspects of writing, the related statements for the two standards describe different points on a continuum of writing development. In terms of organising their writing, for example, pupils may develop from being able to sequence their writing logically in paragraphs (WTS), to being able to select and manipulate language that supports cohesion, and therefore meaning, at the sentence, paragraph and text level (EXS). Or the pupil moves from being able to make simple adaptations to their writing to meet the conventions of a given purpose (WTS), to developing the knowledge, understanding and skill to make appropriate and impactful language choices which serve the overarching purpose of the piece effectively and also support audience need, understanding and engagement (EXS). Some pupils may have achieved parts of a statement from the higher standard, but they can only be awarded the higher standard for that statement when the evidence confirms it has been securely attained.

Giving careful thought to these distinctions through this training exercise should develop and secure your understanding of the framework statements for these two standards, and the different ways in which they may be evidenced in pupils work. Your ability to confidently articulate the distinctions between the WTS and EXS could help you reach a shared understanding of those standards with a teacher when challenging a TA judgement of EXS and help you to reach agreement on the standard to be awarded.

[The exemplification materials](#) are also an excellent resource for exploring the distinctions between all three standards across whole collections of pupil work. The accompanying commentaries in these materials provide examples from the pupil work which explain why a child is not reaching the next standard.

Activity 2: Applying your knowledge of the differences between standards when assessing pupil writing

Activity 2: Applying your knowledge of the standards

Now that you have reflected on the distinctions between the statements describing pupil writing at the WTS and at EXS, read the short piece of writing by Pupil A on the next page carefully. Imagine that this is the first piece in a collection that you read at moderation. Although your final award will be based on an examination of all the pieces in a collection, your reading of this first piece may determine how you will go about reviewing the rest of the work.

In this scenario, the collection has been teacher assessed as meeting EXS.

- what evidence is there that this writer is meeting the 'pupil can' statements for EXS?
- are there aspects of the piece which suggest that the work might be better reviewed first against the statements for the working towards EXS?
- how will you explain your plan and reasoning to the teacher?



You might like to record notes on the table on below.

Pupil A – an exciting episode from a fairy tale

Context: the pupil wrote in response to reading 'The Ickabog', a fairy tale by J. K. Rowling.

The disappearance of the king's friends
As the night approached, Spittleworth and Flapoon shivered in their boots while looking through the dirty, damp mud. Spittleworth was ~~searching~~ rumaging through the musty, rotten leaves to try and find King Fred's sword. They wouldn't dare go back empty handed. The wind howled like an angry wolf. Leaves crunched all in down. The branches shivered in the bitter, cold breeze.

"I'm so sick and tired, can't we just go home?!" exclaimed Flapoon.

"No! We can't go back. Remember what Fred said! We can't go back empty handed." said Spittleworth fading away.


"But-!" said Flapoon.

"No! And anyways I'm doing all the work! There's NO point in you being here!" Shouted Spittleworth then there was a scream.

The big creature (which was 10 times the size of Flapoon which was massive) stared into the soul of both of the two. The colossal monster was as tall as 4, 3 story houses stacked on each other. The noise the Ickabog made was dreadful. After that, Spittleworth and Flapoon were never to be heard of again!

Activity 2

Pupil A – an exciting episode from a fairy tale

Notes	
<p>What evidence is there that this writer is meeting some of the 'pupil can' statements for the EXS?</p>	
<p>Are there aspects of the piece which suggest that the work might be better reviewed first against the statements for the working towards the EXS?</p>	

Key points

The most successful aspect of this pupil's writing evidenced in this piece is their ability to choose and use language to build descriptive detail in narrative. To achieve WTS, the writer must 'describe settings and characters', while to achieve EXS, they must 'describe settings, characters and atmosphere' and 'integrate dialogue... to convey character and advance the action'.

The writer can convey information about the characters by describing their behaviour and choosing interesting vocabulary for these descriptions, such as shivered and rumaging. As the night approached, Spittleworth and Flapoon shivered in there boots while... and Spittleworth was rumaging through the musty, rotten leaves...

The exchange between Flapoon and Spittleworth demonstrates that the pupil is also able to use dialogue to convey character. "No! And anyways I'm doing all the work! There's NO point in you being here!" shouted Spittleworth. (Although, the dialogue cannot be said to advance the action, as it repeats information shared earlier in the piece: ...They wouldn't dare go back empty handed... "... We can't go back empty handed.")

The pupil employs some figurative language to describe atmosphere and build tension. The wind howled like an angry wolf... The branches shivered in the bitter, cold breeze... The colossall monster was as tall as 4, 3 story houses stacked on each other. Some words and phrases also show awareness of fairy tale language conventions and the expectations an audience might have of that genre: the lckabog's noise was dreadful, it stared into [their] soul[s] and they were never to be heard of again!

However, across the whole piece, these choices are not sufficient to effectively serve the overarching purpose of the task, namely to describe an episode in a fairy tale which builds tension to engage and excite the reader. The good level of descriptive detail is not sustained; the tale loses its way part way through; and the description of the arrival of the monster and subsequent events is rushed and disappointing. Therefore, this piece does not present enough evidence to meet the EXS statements for narrative writing and writing effectively for purpose, but does evidence 'in narratives, describes settings and characters' and 'write for a range of purposes' at WTS.

This imbalance caused by the rushed ending also means the piece lacks overall cohesion. In addition, while the story is written consistently in the past tense, the time adverbials employed to move the second part of the story on are weak – then – and inaccurate – the after that. The last paragraph reads as a series of loosely related statements which the writer is unable to bring together, and throughout the piece the pupil is not always able to control language to support meaning. Leaves crunched in dawn... The big creature (which was 10 times as big as flapoon which was massive) stared into the soul of both of the two.

The punctuation is accurate overall, including punctuation of direct speech, and the writer applies brackets correctly. More evidence of the range of KS2 punctuation would, however, be needed for the pupil to be awarded the EXS for this aspect of writing. Similarly, the spelling is mainly accurate, but there is no evidence of the year 5/6 spelling words, so the EXS statement for spelling has not been met in this piece. The handwriting is not joined, and there is no clear distinction between the lower case and capital 's', so again the EXS statement has not been met.

Overall, there is not enough evidence in this piece to warrant moderator and teacher turning first to the statements for the EXS when reviewing the other pieces in this pupil's set of work. Rather the evidence signals that they would be better initially looking for evidence to secure the WTS for this pupil, with the expectation that there might also be elements of EXS in their work.

By systematically examining and discussing the evidence for each statement together, moderator and teacher are more likely to come to an agreement about the standard of this pupil's writing. In this scenario, although the pupil was initially teacher assessed as meeting EXS, they were reassessed at moderation as WTS after a systematic review of a collection of their written work. The moderator's ability to confidently articulate the differences between the two standards may well have supported this process. Please see Training Exercise 5 for further reflections on finding evidence for each of the framework statements for WTS.

Summary

- the activities in this exercise have focussed on the differences between the 'pupil can' statements for EXS and WTS to support your ability to distinguish between the two, articulate the differences, and recognise what those differences might look like in pupil writing.

Activity 3: Articulating the differences between standards by examining pupil work at different standards

Teachers who are less confident in articulating their understanding of the standards may be supported during a professional discussion by exploring pieces that quickly and effectively illustrate the issues under discussion, including the distinctions between standards. A helpful way of reaching a shared understanding of those distinctions is to look at work which has been judged and validated at a given standard to support the identification of gaps in evidence in a second work set, and thus demonstrate why that second set of work has not met the same standard.

The work included in this final activity is by two children working in the same class on identical tasks, namely writing their own fairy tales based on 'The Tear Thief' by Carol Ann Duffy. For the purposes of training only, the activity focuses on one piece by each pupil, although the teacher will have based their overall assessment judgements on evidence drawn from a variety of sources. In this scenario, the teacher has judged one pupil as EXS, and the other as WTS.

The activity asks you to use the aspects of writing applied in the earlier activities to draw out the differences between these two pieces of narrative writing. It asks you to reflect on how the evidence in the work by the pupil teacher assessed as EXS differs from the evidence in the writing by the pupil assessed as WTS; and on how examining the two pieces might help articulate why work by the second pupil does not evidence the EXS statements.

Activity 3: Articulating the difference between standards

Read the narrative pieces by Pupil B and Pupil C on the following pages.

On first reading, what are your thoughts about these two pieces?

Now read the pieces again and consider them with reference to the groups of statements for the following aspects of writing across the two standards:

- handwriting, spelling and punctuation
- descriptive detail in narrative writing
- cohesion
- writing for purpose.

Find examples in the pupil work which draw out the attainment of these two pupils against the statements for these aspects of writing. Does this review confirm or challenge your first thoughts?

 You can use the table below to record your comparison.

Pupils B and C – narrative (fairy tale)

Context: pupils wrote their own fairy tales in response to 'The Tear Thief', a fairy tale by Carol Ann Duffy.

Pupil B – teacher assessed as WTS

Late one peaceful evening on Elizabeth Street, the ghost slowly entered town. It had an impenetrable cloak, a top hat, a pair of aged shoes, and carried a sharp scythe. you can only see him... in light. The town was quite picturesque. It all was quiet, birds tweeting and owls hooting. There were stunning views from houses. The ghost was looking for overjoyed smiles. The ghost heard blissful laughing from number ten Moore Street. In a vast cosy house a

boy was receiving a birthday
present. He was cheekily
smiling, he collected over
60 smiles from the boy.

The ghost collected smiles
from:

a girl who went to KFC and
a granny who was seeing her
grand-children after a year.

He was collecting:

smiles of joy like golden
gem and

smiles of excitement
like sizzling burgers.

The ghost saw a boy who was
truly happy because he got
his favorite game
for Christmas. The ghost
went in. The boy gasped
at the ghost. The ghost said
"If you smile I will make
storms. Every person makes
storms for themselves."

The boy saw it...

A storm the very next day.
It was like magic.

At dusk one evening, the Shiver Thief crept into a village. The Shiver Thief carried a patched, worn sack and only if the full moon was out, you would have seen him. The Shiver Thief was as small as a baby tree, and had snowy-white fur with large blue eyes. His paws were padded like cotton buds so you wouldn't of heard him as he passed.

The Shiver Thief ran to a nearby street and clambered up the icy tree to get a good view from the thatched roof tops. He could smell the hot chocolate being brewed on the lit stove tops. All of the cottages were candle lit in every window but one window was ajar...

The Shiver Thief could sense a shiver coming his way and sprung into action. The Shiver Thief leapt onto the windowsill of number 12; inside, a girl was shivering excitedly. The Shiver Thief listened. "We're going on HOLIDAY!" exclaimed the girl. The Thief jumped onto the snowy roof and clambered down the chimney up the stairs and into the girl's bedroom. Shivers were flying everywhere like lightning bolts. One by one the shiver Thief collected them into his worn-out sack. And eventually the girl fell asleep. As quick as a flash, he was gone!

A light rain began to fall and a frosty wind blew throughout the village. The Shiver Thief worked hard all through the night. The yeti stole the distinct shivers of a boy who was having a nightmare, into the sack; he captured the shivers of a girl who was being ticked by her older brother and the terrified shivers shed by a 10 year old girl who saw a ghost in the school toilets...

By the time it was midnight, the Shiver Thief was exhausted. But out the corner of his eye, he spotted a little girl sitting on the pavement. She was shivering from head to toe as she was freezing cold. "It looks like I have one more job to do," the Shiver Thief whispered to himself. The thief jumped down from the lamp post and headed towards the girl.

Just as the Shiver Thief was about steal the shivers, the full moon rose... The girl let out a terrifying scream! "Ekkk!" "Who are you were you going to take my shivers?" questioned the girl.

"Well yes, I was."

"But why?"

"You have the most precious shivers of all."

"The shivers of true coldness!"

"But who are you?"

"I am the Shiver Thief and I take the shivers

of every boy and girl to make snow and ice," explained the Shiver Thief. "May I ask you a question?"

"Yes."

"Why were you shivering?"

"Well I was on a walk with my parents and then I got lost."

"Oh no."

"But why, when, how?"


"I will tell you everything," said the Shiver Thief, "if you give me your shivers."

So the girl did as she was told, she felt ice crystals shooting out of her body and into the sack. The full moon went behind a cloud and the yeti was gone! The girl looked everywhere but she couldn't find the yeti. But instead she found her parents.

As the girl walked home it started to snow, all the leaves turned silver and icicles hung from the windows. It was the most magical snow she had ever seen in her whole life!

Activity 3

Pupils B and C: examining the same task by pupils working at different standards

	Pupil B – TA: WTS	Pupil C – TA: EXS
How does the piece evidence the handwriting, spelling and punctuation statements for WTS or EXS?		
How does the piece evidence the statements describing narrative writing at WTS or EXS?		
How does the piece evidence the statements related to organising ideas and building cohesion at WTS or EXS?		
How does the piece evidence the statements describing writing for purpose at WTS or EXS?		

Key points

Pupils B and C: examining the same task by pupils working at different standards

	Pupil B – TA: “WTS”	Pupil C – TA: “EXS”
How does the piece evidence the handwriting, spelling and punctuation statements for WTS or EXS?	The handwriting is legible, but capitals are not always distinct. Common words are misspelled ... sheos (shoes), reciving (Y5/6), presant, thensels (themselves)], including some year 3/4 words... herd (heard), favroute and truely. Sentences are mostly demarcated correctly with capital letters and full stops and there is one correct use of a comma in a list. Question marks and contractions are not used in this piece. Speech punctuation and colons are attempted.	Legible joined handwriting is sustained throughout this long piece. Spelling is generally accurate for example. exhausted, eventually, questioned (Y3/4), precious (Y5/6), crystals – but this writer’s word choices are not particularly ambitious and therefore do not stretch their spelling ability. There are some noticeable unnecessary mistakes - ticked (tickled), shivering (shivering)...terrified (terrified). A good range of KS2 punctuation is evidenced in this piece, mostly correctly. However, there is the occasional comma splice or missing full stop, and colons and commas for parenthesis are inaccurately applied. The one possessive apostrophe needed is missing ... girls bedroom.
How does the piece evidence the statements describing narrative writing at WTS or EXS?	The pupil writes simple descriptions of the town and the ghost, with a tendency to ‘tell’ rather than ‘show’...The town was picturesque. It was all quiet... There were stunning views from houses... It was like magic. They make many good attempts at selecting interesting vocabulary – aged sheos... overjoyed smiles – but these words are not always appropriately or accurately applied...vast cosy house. The ghost’s speech is included to communicate key information – to explain his purpose – but is too short to do this successfully.	The pupil successfully employs figurative language in the character description ...as small as a baby tree... padded like cotton buds... The initial description of the setting perhaps falls short of building atmosphere, but in subsequent paragraphs this is achieved ...Shivers were flying everywhere like lightning bolts...A light rain began to fall and a frosty wind blew through the village. The word choices are appropriate but not always ambitious. Dialogue is used to explain the thief’s purpose but not to reveal more about him, such as the nature of this strange character’s voice.

<p>How does the piece evidence the statements related to organising ideas and building cohesion at WTS or EXS?</p>	<p>The writing is organised into logically sequenced paragraphs which introduce the setting and main character, describe his behaviour and then move the focus to a specific visit. The final explanation of the ghost's purpose and the outcome of his visit are, however, underdeveloped. There are no attempts to link the paragraphs with, for example, time adverbials; and individual paragraphs read as lists of statements – and sometimes are lists – rather than cohesive wholes. The pupil sometimes uses pronouns which support cohesion.</p>	<p>The pupil is able to write a long story which holds together well, and skilfully uses adverbials to sequence and describe the events over the course of one night ...At dusk...all th[r]ough the night...By the time it was midnight...Just as the Shiver Thief was about [to] steal the shivers, the full moon rose...Events anticipated in one paragraph are followed up in detail in the next. The pupil brings the story to a satisfactory conclusion, although the final two paragraphs lack the detail of the preceding paragraphs. Confusing references to the main character as the yeti at some points diminish cohesion. Within paragraphs, the pupil can select and manipulate varied language to link ideas and events and move them forward. The repetition of The Shiver Thief in the first paragraph is deliberate and for effect. Elsewhere in the text the pupil uses pronouns appropriately to sustain cohesion. The use of the past tense is consistent, although there are lapses in the opening paragraph where the writer uses the present perfect incorrectly, (you would have seen him...you wouldn't of heard him...).</p>
<p>How does the piece evidence the statements describing narrative writing at WTS or EXS?</p>	<p>The pupil can construct their own version of the model text story that unfolds nicely, even if the final revelation is rushed. While their word choices are not always successful, the pupil demonstrates an awareness of the importance of interesting vocabulary for reader engagement. Some of their choices are appropriate to the fairy tale genre...cloak... scythe. The pupil writes mainly in single clause sentences, indicating that they have not yet developed the repertoire of varied sentence types which they need to be able to explain their ideas more fully and to communicate more successfully with the reader.</p>	<p>The pupil writes in the appropriate fairy tale form. Their ability to communicate a sense of time and place and build a little mystery shows a good understanding of the audience for this piece. Some of the descriptions serve the genre well The Shiver Thief could sense a shiver coming his way and sprung into action...he captured [...] the terrified shivers shed by a girl who...However, given the richness of the language of the stimulus text, overall this writer's word choices lack ambition. There are missed opportunities to use figurative devices; noun phrases are often quite simple; and verb choices could be more adventurous in places. Thus, while the piece does demonstrate their ability to appropriately select and use language to communicate successfully, further evidence of their awareness of the importance of choosing interesting vocabulary for reader engagement is needed.</p>

Summary

On first reading the pieces, it is apparent that these two pupils are at different stages in their writing development, with one much more able to write effectively for purpose than the other. A review of the evidence against the framework statements does not contradict this initial response.

The review of the story by Pupil B supports the original TA judgement of WTS, although of course this would need confirming in additional pieces. An exploration of how Pupil C's writing evidences EXS highlights the gaps in evidence in Pupil B's work. For example, Pupil C uses adverbials, subordination and pronouns to achieve cohesion, while Pupil B's sentences are often single clause and nouns are repeated.

The review of the piece by Pupil C confirms that this second writer can meet some of the 'pupil can' statements for EXS. However, that they are clearly ahead of their peer WTS is not of course sufficient evidence to securely award them EXS. Evidence for all the statements in the EXS would be needed across their collection of work, including, for example, further evidence of accurate spelling. However, this review helps clarify how, for example, their piece does evidence the ability to write effectively for purpose, as expected at the end of KS2. It also draws attention to the fact that Pupil B appears to be making more conscious attempts to use ambitious vocabulary than this pupil. So this review also usefully indicates another area in which confirmatory evidence is needed to secure EXS for Pupil C.

This activity has aimed to demonstrate that working with teachers to explore how some pieces of work evidence the 'pupil can' statements for the EXS and others don't, can be a useful way of reaching a shared understanding of the standards.

Summary

In Training Exercise 4, you have:

- considered the distinctions between the 'pupil can' statements for WTS and the EXS
- developed your understanding of how the statements for these two standards might be evidenced
- reflected on how this understanding might support you during the moderation process, particularly when reviewing work at the WTS which also evidences some EXS statements, and when supporting teacher understanding.

