



Key stage 2 (KS2) English writing teacher assessment moderation: self-led training resources

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

Response document

This document accompanies KS2 Training Exercise 4. You can use it on screen to type and save your responses to particular activities in that exercise.

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 the WTS and the 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

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 	

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 atmosphereintegrate dialogue in narratives to convey character and advance the action	

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	

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 	

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 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 the EXS.

- what evidence is there that this writer is meeting the 'pupil can' statements for the EXS?

Are there aspects of the piece which suggest that the work might be better reviewed first against the statements for the WTS?


- how will you explain your plan and reasoning to the teacher?



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

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 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 EXS?</p>	

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 on page to record your comparison.

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?		

