



Standards  
& Testing  
Agency

# Key stage 2 (KS2) English writing teacher assessment moderation

Self-led training resources: Exercise 9

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 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 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: Identifying and assessing work within and work below the standards of national curriculum assessment

This training exercise follows on from Exercise 8 – which explores the pre-KS2 writing framework – and focuses on identifying and assessing pupil work that just meets or falls below the standards of national curriculum assessment.

The purpose of the exercise is to support moderators in:

- using the pre-key stage framework to help challenge or validate teacher assessment judgements of working towards the extended standard (WTS)
- developing a further understanding of the pre-key stage standards
- examining pupil work against Standard 5 (PK5) and Standard 6 (PK6).

This exercise should take approximately 90 minutes to complete.

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

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

You may also wish to have the following materials available:

- [KS2 teacher assessment guidance](#)
- [KS2 assessment and reporting arrangements.](#)

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.

## Overview

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

After completing this exercise, you will have:

- a developed understanding of how the pre-key stage framework can be used to help validate or challenge a TA judgement of WTS
- an increased awareness of some possible distinctions between writing at WTS and writing at PK6
- a developed understanding of how evidence for PK6 might differ from evidence for PK5.

## Your role

Your role as 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 frameworks. 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: Using the PKS framework to validate or challenge a judgement of WTS

For the purposes of this training exercise, imagine a scenario in which your first reading of a pupil's work has raised questions about the security of a teacher's judgement of WTS for this pupil ('Pupil A'). The purpose of the ensuing professional discussion would then be to allow the teacher to explain and evidence their judgement – and for you to validate or challenge that judgement – as you work together systematically to examine the pupil's writing.

In this exercise you are asked to examine three pieces of work by Pupil A, initially against the WTS framework statements. You will be asked to identify the aspects of this pupil's writing which might lead you to challenge a teacher's judgement, were it to be based on the evidence presented in these three pieces. You will consider what new or further evidence would be required from other pieces of this pupil's writing to validate the teacher judgement of WTS and you will also be asked to decide whether an examination of the pre-KS2 framework might also help reach agreement on an award for this pupil.

### Activity 1a: Examining pupil work against the WTS and PKS frameworks

Read Piece A by Pupil A against the framework statements for WTS.

- which WTS 'pupil can' statements are evidenced in this piece?
- are there any statements or parts of statements for which there is insufficient evidence, or are there gaps in the evidence?
- does any evidence suggest that you might need to check the pre-key stage framework to confirm that the PK6 statements have been met by this pupil in Piece A?



You may like to record what you notice by annotating the text or making notes on the notepad.



## Notepad

- which statements at WTS are evidenced in this piece?
  
- are there any statements or parts of statements for which there is insufficient or no evidence?
  
- does any evidence suggest teacher and moderator might need to check the pre-key stage framework to confirm that the PK6 statements have been met by this pupil?

## Pupil A – Piece A: biography

Context: the pupil had studied the features of biographies in class. They then independently selected and researched a famous artist and wrote a biography.

### Alexander Calder - a biography

Alexander was an American sculptor and he invented a new art and he is still remembered today.  
remember remembered

#### early life

Alexander was born on July 22 1898. He was born in Pennsylvania America. He excelled at maths. He decided to go to university secondary school to study engineering to help people's cars. This turned out to be useful later on by then he was 18. turned

#### early life achievements and exits

At 18 Alexander's parents provided Alex a workshop and went to university and studied to be a <sup>but</sup> artist instead of an engineer and moved to Washington for the rest of his life, and made the mobile

#### later life

Alexander Calder died on 11 November 1976 in New York and died of a heart attack. Somebody tried to save him but it was too late. His most famous sculpture was the man and his mobile.



## Key points – Piece A: biography

Pupils working within WTS should be able to adapt their writing for a range of purposes: adopting the form relevant to a given purpose, including ideas and information relevant to that purpose and using vocabulary and grammatical structures which communicate those ideas and information. In Piece A, this pupil demonstrates some ability to write a biography, making appropriate attempts to present relevant information chronologically in short paragraphs and under simple headings, and writing appropriately in the third person. They write consistently in the past tense, which supports coherence. However, because their control of written language is still developing, this pupil makes errors and omissions so that the biography lacks detail and does not always make sense. (This turned out to be usefull latter on by then he was 18.)

Sentences are often single clause, or multi clause joined by repeated 'ands'. (At 18 Alexanders parents provided Alex a workshop and went to university and studied to be a artist instead of an enginer and moved to Washington for the rest of his life and made the mobile...) Full stops are sometimes missing, and capital letters for proper nouns and headings are inconsistent. 'Famous' (year 3/4) is spelled correctly. However, the year 2 homophone to/too is incorrect and 'ed' verb endings (year 2) appear inconsistent, although this may be a handwriting issue as the writing is not always legible.

Overall, the evidence for WTS is weak and more typical of writing by pupils working at the higher end of the pre-key stage framework. Thus, in our imagined moderation scenario, you might suggest to the teacher that the pupil work might usefully also be examined against 'pupil can' statements for PK6, and agree the following:

This piece evidences the following PK6 statements. The pupil can:
<ul style="list-style-type: none"><li>• write about real events, recording these simply and clearly</li></ul>
<ul style="list-style-type: none"><li>• use past and present tense mostly correctly and consistently</li></ul>
<ul style="list-style-type: none"><li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li></ul>
<ul style="list-style-type: none"><li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li></ul>
<ul style="list-style-type: none"><li>• use spacing between words that reflects the size of the letters</li></ul>

... and the piece partially evidences the following statements from PK6. The pupil can:

- use coordination (For example, or/and/but) to join clauses. (There is no evidence of subordination.)
- demarcate most sentences with capital letters and full stops. (Question marks are not evidenced.)

It does not evidence one of the PK6 spelling statements. The pupil can:

- spell many common exception words ([English Appendix 1](#))

Thus, although the piece demonstrates that many of the statements describing PK6 are met, further evidence is required to confirm that standard, as well as the evidence still needed to validate the teacher's judgement of WTS.

To validate the teacher's judgement of WTS further evidence would be required for:

- writing for purpose
- using paragraphs (without subheadings)
- consistent use of capital letters and full stops
- spelling year 3/year 4 words
- consistently legible handwriting

Evidence would also be required for WTS:

- question marks, commas for lists and apostrophes for contraction
- spelling of some year 5/year 6 words
- descriptions of settings and characters in narrative writing

The next step in our imagined scenario is for the teacher to present a second piece of pupil work for discussion, focussing on the gaps in evidence above, so that you can work

together to establish that the preceding standard (PK6) has been met before being able to confirm the original teacher judgement of WTS.


### Activity 1b: Accumulating new and further evidence

Now read Piece B by Pupil A.

- is there now enough evidence to confirm the pupil has attained PK6?
- does the piece also present any of the required further evidence for WTS?
- does Piece B provide any evidence to support the WTS 'pupil can' statements not yet evidenced in Piece A?



You may like to record what you notice by annotating the text or making notes on the table below.

Is there now enough evidence to confirm the pupil has attained PK6?	
<ul style="list-style-type: none"> <li>• subordination</li> </ul>	
<ul style="list-style-type: none"> <li>• question marks</li> </ul>	
<ul style="list-style-type: none"> <li>• correct spelling of many common exception words</li> </ul>	
What further evidence is there of the following WTS statements?	
<ul style="list-style-type: none"> <li>• writing for purpose</li> </ul>	
<ul style="list-style-type: none"> <li>• using paragraphs (without subheadings)</li> </ul>	
<ul style="list-style-type: none"> <li>• consistent use of capital letters and full stops</li> </ul>	
<ul style="list-style-type: none"> <li>• spelling year 3/year 4 words</li> </ul>	
<ul style="list-style-type: none"> <li>• legible handwriting</li> </ul>	
Is there evidence in Piece B for those WTS statements not demonstrated at all in Piece A?	
<ul style="list-style-type: none"> <li>• question marks, commas for lists and apostrophes for contraction</li> </ul>	
<ul style="list-style-type: none"> <li>• spelling of some year 5/year 6 words</li> </ul>	

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• descriptions of settings and characters in narrative writing</li></ul> |  |
|--|--|

### Pupil A – Piece B: argument

Context: the pupil was studying Bristol's role in the slave trade. Following a trip to Bristol, the class held a debate about whether controversial statues, including those related to the slave trade, should be removed. Notes recorded independently during this debate formed the basis of this piece.

## Should Statues be taken down?

This is a debate about if statues should be taken down.

### For taking them down

Statues could be taken down and put in museums and people who like them could go see them and people who <sup>do not</sup> like them <sup>do not</sup> have to go see them. They should be taken down and new modern ones should be put up like David Attenborough or the Queen. Some statues might offend some

people so they should be <sup>taken</sup> down (some kids might want they should be taken down and remembered but not celebrated to something bad like someone did ages ago) and hidden.

### Against taking them down

They should stay up; something might happen again like war.

The Edward Colston statue (that was put up almost 150 years ago) was taken down illegally. In June 2020, and

some people were taken to court and found not guilty.

Some people think we should learn history from them and not do it again. They could stay and add more information.

people in the council don't have to take it

down; it would cost way too much money and its history.

If statues are taken down we might not have any left.

## Key points

Is there now enough evidence to confirm the pupil has attained PK6?	
Subordination	'so'... and ... 'if'
Question marks	In the title... 'Should Statues be taken down?'
Correct spelling of many common exception words	'people...should...could...again...any' (But year 2 homophones to/too and its/it's are inaccurate.)
What further evidence is there of the following WTS statements?	
Writing for purpose	The organisation of this piece and the information it communicates demonstrate an understanding of the purpose of balanced argument writing. The pupil poses a question for debate and presents both sides of the argument, signalling these with simple sub headings; but they do not include a conclusion. Phrases explain that there are different views (... people who like...people who don't like... some people think...). Modal verbs are used to present options and possible futures, and obligation is expressed through 'have to' (...people who do not like them do not have to...). There are attempts at formality, including the use of the passive form (Statues could be <del>taken</del> down...Some people were taken to court and found guilty...) and in the removal of contractions during editing. Coordinate, subordinate and relative clauses are used to expand and explain ideas. Overall, the pupil exercises more control over language here than in Piece A, but some errors still impact coherence (They could Stay and add more information...).
Using paragraphs (without subheadings)	The piece is organised simply into two main paragraphs under sub headings. Further evidence of the pupil's ability to organise their writing using paragraphs (without headings) is still needed.
Consistent use of capital letters and full stops	Capital letters and full stops are mostly used accurately to demarcate sentences. Capitals for proper nouns are still inconsistent (david attanbrough).
Spelling year 3/year 4 words	'remembered' is correct. ( <i>'ta[c]ken'</i> is spelled inaccurately throughout. Some of the topic specific vocabulary – <i>'deb[e]ate, muse[u]ms, celebrated'</i> – is also inaccurate, but <i>'court, guilty, illegally'</i> are correct.)
Legible handwriting	The handwriting is mostly legible.

Is there evidence in Piece B for the WTS statements not demonstrated at all in Piece A?	
Question marks, commas for lists and apostrophes for contraction	The pupil uses a question mark and apostrophes for contractions (... don't). Evidence for commas in lists it still required.  (The pupil also attempts other KS2 punctuation, including parentheses and semi colons.)
Spelling of some year 5/6 words	No evidence.
Descriptions of settings and characters in narrative writing	n/a

The evidence in this piece suggests that the writer has attained the PKS 6 'pupil can' statements, and evidence supporting the WTS statements is also beginning to accumulate. However, further evidence is required to build a more detailed picture of what the pupil can do to validate a judgement of WTS, and there are specific gaps for the statements which describe spelling and punctuation at WTS.

You may now like to read the last of these three pieces of work by Pupil A to see what further evidence it presents.

**Activity 1c: Identifying outstanding gaps in evidence**

Read Piece C by Pupil A.

- what further evidence does this piece provide to validate the teacher's judgement of WTS?
- are the gaps in the evidence for spelling and punctuation filled?



You may like to record what you notice by annotating the text or making notes on the notepad below.





Pupil A – Piece C: narrative

Context: the stimulus for this piece of writing was a video about Ancient Greece. After class discussions, the pupil independently planned and wrote a story set in ancient Athens.

Ancient Athens Part One

In a city in Greece, along the coast the people of Athens heard some weird stuff going on at the beach. So the people of Athens started walking to the beach. "Don't go down there," shouted the <sup>Mayor</sup> ~~man~~. The beach was a dry, deserted, ~~deserted~~ <sup>dissipated</sup> place but the people went down there <sup>anyway</sup> ~~anyways~~. The beach also has cold, dark water where none swims.

The people of Athens saw that the strong, large <sup>posidon</sup> ~~posidon~~ was washed up on the beach and he couldn't get back to the water because he didn't have enough strength to get ~~back to~~ <sup>back to</sup> the water. "You have to get the golden water trophy in <sup>two</sup> ~~two~~ <sup>days</sup> ~~day~~ if you don't find it in two days I will pack away," shouted <sup>posidon</sup> ~~posidon~~.

"Only one man can do it and you have to go into a cave and go through the <sup>magic</sup> ~~magic~~ waterfall and come back in two days or in gone and there will be no more seas." The <sup>magic</sup> ~~magic~~ <sup>god</sup> ~~god~~ said. The man's name is Mars and he will save posidon and the sea ocean's every where in Greece.

Mars, who was strong, brave person, came with 9 lives minutes left, Mars gave posidon the dark golden water trophy and

he had enough energy to get back to the water so  
he gave Mars a friendly ride out to sea. Every  
thing was good for now...

### Part Two

Hades the god of the underworld, decided he didn't have  
enough room so He went up to earth and just piled  
some earth down. Meanwhile on Mount Olympus Zeus, who was  
the god of all gods, noticed something was happening. "What is  
going on down there?" Shouted Zeus "Help" Shouted a civilian  
"It's Hades" Shouted another

Zeus flew down with his staff "I want more room" yelled  
Hades. "You can't" yelled Zeus. Hades didn't care so  
he took a mountain and piled it down and  
it took animals and <sup>all the</sup> ~~birds~~ they became all hell creatures.  
In hell there were <sup>dripping down the lower walls</sup> ~~creatures~~ <sup>creatures</sup> flying everywhere <sup>everywhere</sup> ~~and~~ a giant temple  
for Hades so Hades agreed and stopped taking every-  
thing from earth and he closed the gates to hell and  
everyone was happy but one person... Athena

## Key points

In this narrative the pupil is able to share relevant and engaging information about ancient Greek gods, choosing some language appropriate to retelling a myth and making good attempts to describe different settings and characters. The story is written mostly in the past tense and in paragraphs organised around its different stages. It unfolds at a good pace, although Mars' intervention is a little rushed, and errors and omissions in the final paragraph make the ending a little confusing. However, the narrative does end appropriately on a cliff hanger, with ellipses.

In describing settings, the writer uses a variety of structures to modify nouns, including: adjectives (...a dry, deserted place...); prepositional phrases (...a city in Greece, along the coast...); a relative clause (...cold, dark water where no one swims); and a present participle (...lava drip[p]ing down the bare walls). The pupil describes characters using pairs of adjectives separated by commas (...strong, large posiden...), and relative clauses parenthesised by commas (...Mars, who was a strong, Brave person, ....Zeus, who was the god of all gods,...). We also read that Poseidon '...was washed up on the Beach...and didn't have enough strength to get back to the water...', and his speech further conveys the desperation of his situation.

The sentences are varied, encompassing coordination, subordination and relative clauses, and mostly correctly demarcated. There is a question mark, and commas in lists and apostrophes for contractions are also included (don't, didn't, it's, can't, couldn't) and for possession (man's name). However, apostrophes also creep erroneously into two plurals (ocean's...sea's). Capital letters for proper nouns are still inconsistent... (athens...Athens...) and some common nouns are also sometimes capitalised inappropriately (... beach... Beach). The pupil makes good attempts at more advanced punctuation, including inverted commas, commas for parenthesis and ellipses. Some year 3 and 4 words are spelled correctly (enough, decided, through) but there is no evidence of the year 5 and 6 words. Overall, the spelling is variable, for example the pupil spells 'happing' for happening and 'driping' for dripping. The handwriting is mostly legible.

### Summary: Pupil A

- piece C demonstrates Pupil A's ability to write for purpose and organise their writing in paragraphs. They are also able to describe settings and characters.
- further evidence would be required of the pupil's ability to adapt their writing for purposes other than the three evidenced above.
- the spelling and punctuation used in Piece C partially evidence the 'pupil can' statements for these aspects of writing at WTS. However, there is no evidence of the correct spelling of some year 5/year 6 words, and the problem with the capitalisation of proper nouns persists. These gaps in evidence would need to be addressed by examining other pieces of work.
- as the year 5/year 6 spelling words form part of the curriculum, and should be assessed on an ongoing basis, they should generally be evident in pupil writing. However, the guidance allows that, if they are not evident in the pieces presented, evidence from tests and exercises alone can be sufficient.
- if none of the additional evidence was available during the moderation visit, re moderation might be agreed, and the teacher would be required to supply the missing evidence before the deadline for data submission. (See section 8.6 of the KS2 Teacher Assessment guidance.)

To be judged as meeting any standard, pupil work must evidence all the 'pupil can' statements for that standard, otherwise the standard below must be investigated. Some pupils will, however, be working at the lower end of a standard. This is reflected in the non statutory exemplification materials which describe 'Morgan' as:

... working at the lower end of the expected standard (EXS). This collection demonstrates evidence that Morgan is able to produce writing that just meets all of the statements for EXS across a range of tasks, each of which is adapted for purpose and audience.

The pupil work set from which the three pieces in this exercise were taken was awarded WTS by two experienced LA moderators, who ultimately agreed that the accumulated evidence did just validate the teacher's original judgement. However, because the pupil was working at the lower end of WTS, to support that decision, the work was also systematically examined against the pre-KS2 framework to ensure all the statements for PK6 had been met. In similar circumstances, you may also find it useful to refer to the pre-key stage framework.

## Activity 2: Examining pupil work against pre-KS2 standards PK5 and PK6

In this activity you will be examining writing by a pupil working at the pre-key stage standards. As discussed earlier, there may be occasions in which you find yourself challenging a teacher's judgement of WTS and ultimately assessing a pupil as PKS. Determining the specific PKS of an individual pupil is not, however, part of the moderator role. It is for schools to award and submit a valid code for pupils working at the pre-key stage standards in writing – namely PK1, 2, 3, 4, or 6. However, as we have already noted, a good understanding of the pre-key stage standards, particularly PK5 and 6, can enhance your knowledge and understanding of the TA framework standards.

To support the development of that understanding, this activity asks you to review work by Pupil B against the PK5 and PK6 frameworks to determine the standard at which the pupil is working.

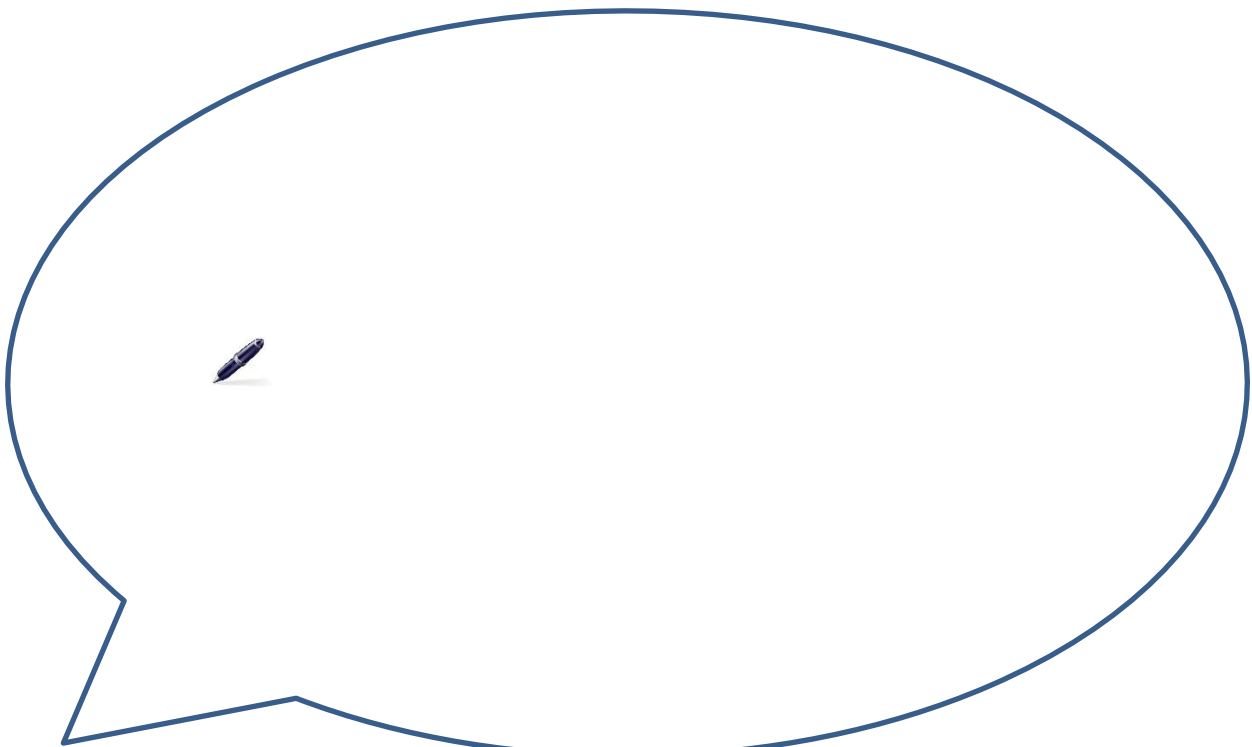
### Activity 2a: Selecting a starting point

Read Piece A by Pupil B against the statements for PK5 and PK6 presented in the table below.

- which of the standards better describes this piece?



Summarise your reasoning in the speech bubble.



Please reference 'Pupil can' statements for English writing: PK5 and 6 while working through this table

PK5 (WTS)	PK6 (EXS)
<p>Composition</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul> <ul style="list-style-type: none"> <li>• demarcate some sentences with capital letters and full stops.</li> </ul>	<p>Composition</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use coordination (For example, or/and/but) and some subordination (For example, when/if/that/ because) to join clauses.</li> </ul> <ul style="list-style-type: none"> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul>
<p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others</li> <li>• spell some common exception words <b>(see English Appendix 1)</b></li> <li>• form lower case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul>	<p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>• spell many common exception words (see English Appendix 1)</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>

Pupil B – Piece A: diary entry

Context: before writing this diary entry, the pupil had read extracts from 'Oliver Twist' by Charles Dickens and watched clips from the film of the book to support topic work on the Victorians.

Dear diary  
Mr Bumble is mad today all because of  
of Oliver Twist it all started  
When we came in the diner hall  
we walked in a sat on the bench  
I could smell the food.  
The evil Mr Bumble teased us  
yet again he made us wait  
for ages before letting us eat.  
When we was in the dining hall  
I couldn't believe that Oliver  
stood up and wanted some  
more food he asked Mr  
Bumble said what did you say Oliver  
repeated please may I have some more  
Then Mr Bumble dragged him off  
later I read so sorry for Oliver  
Twist all he wanted was some  
more food. Horrible Mr Bumble  
beat him up he was covered in  
cuts and bruises. I hope he  
gets better soon.



## Key points

The aspects of Pupil B's writing most apparent on first reading are the underdeveloped handwriting and the near absence of punctuation. The pupil uses lower case and capital letters, but they are inconsistently sized and not always the correct size relative to one another. Capitals are often used incorrectly (...and WonTed some more food... covered in cuTS and BruSes). There is some evidence that the writer is beginning to be able to form and join letters correctly and to use spacing that reflects the size of these letters, but they more often print. Sentences are only sometimes demarcated with full stops. Therefore, for handwriting and punctuation, this piece meets the statements for PK5 rather than PK6. Thus, in these aspects of writing, Pupil B is working below the standard for writing expected at the end of KS1. The spelling does, however, meet the PK6 statement, or KS1 EXS standard, as many words are correct – including 'repeated', 'teased' and 'covered' – or phonically plausible. The common exception words 'Mr' and 'could' are correct, but others are incorrect: because (becaus), couldn't (couident) and again (agen).

Although, based on the handwriting and punctuation evidence in this piece, Pupil B's writing must so far be assessed as PK5, there is evidence that in other aspects of their writing they are working above this standard. They are able to adapt their writing to the purpose – a diary entry – selecting and presenting relevant and engaging material from their reading of Oliver Twist. The piece is written consistently in the first person and organised chronologically using adverbs (...today, ...when, ...Before, ... then,... Later). Tenses are manipulated appropriately and used to structure the piece into a cohesive whole. The diary opens in the present, 'Mr Bumble is mad today...'; transfers consistently to the past '...it all started when...'; reverting to the present at the end '...I hope...' and expressing that hope for the future '... I hope he GeTS [he will get] BeTer Soon'.

This diary entry narrates an imagined personal experience based on a class text, and, appropriately for diary writing, the pupil expresses their personal perspective and communicates their feelings to the reader (... I couident bellive That...all he wnTed was ...I fetl So Sorry for ...I. hope... ). There is a simple description of the Dickensian setting (...when we came in The diner hall we walked in a sat on the Bench I could smell the food). Characters are described using modified adjectives (...Mr Bumble is mad today all because of fo Oliver Twist...); through descriptions of their (habitual) behaviour (...The evil Mr BumBel teased us yet agen he made us wait for ages ...Mr BumBle dragged him off ...Horribel Mr BumBle Beat him up...); and through physical description (...[Oliver] was covered in cuTS and BruSes). Some simple (unpunctuated) dialogue is also included (...Mr Bumbel said what did you say Oliver repeated plese may I have some more).

Although few sentences are demarcated by full stops, the pupil writes in both single and multi clause sentences for example '...it all started when we came in...We walked in a[nd] sat on the Bench... he made us wait for ages Befre LEting us eat'. These usually make sense and use Standard English and there are no omissions, with one exception '...When we was in The dinig hall I couident bellive That Oliver stood up and WonTed some more food he asked [Mr Bumble.] Mr Bumbel said what did you say'.

The pupil is able to write a coherent narrative using coordination and some subordination and past and present tenses correctly and consistently (PK6). Should there be further evidence of their ability to adapt their writing for (a different) purpose and to include descriptive writing elsewhere in their collection, they might be described as working within WTS in these aspects of writing. Pupils who have completed the programme of study for KS2 but are working at standards equivalent to KS1 WTS and EXS (PK5 and 6) may well also demonstrate some of their KS2 learning in their writing. Pupil B's writing in this piece is underdeveloped in three important and fundamental areas – handwriting, punctuation and spelling – which results in the PK5 award for the piece, but above pre-key stage attainment may also be noted and assessed.

The final activity in this exercise asks you to reflect on the four other pieces in Pupil B's collection to ascertain whether evidence begins to accumulate to support attainment of PK6, above all in punctuation and handwriting. It also asks you to note any areas in which the writing reflects specific elements of the KS2 TA writing assessment framework.

### Activity 2b: Accumulating evidence to build a picture

Now read the other pieces in Pupil B's work set – Pieces B-E.

Is there any evidence to support the following punctuation and handwriting statements for PK6?

- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Is there any evidence of the pupil working above the pre-key stage standards in:

- writing for a range of purposes (WTS)
- describing settings and characters in narratives (WTS)?



You may like to summarise your thoughts in the table below.

Is there any further evidence in Pupil B's collection to support these statements?

PK6 (EXS)	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Legend
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.				
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  Use spacing between words that reflects the size of the letters.				
Working towards the expected standard at KS2.	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Legend
Write for a range of purposes.				
In narratives, describe settings and characters.				
Other observations.				

Pupil B – Piece B: diary entry

Context: before writing this piece, the pupil had read an extract from 'The Long Walk' by George Layton and was then asked to write a diary piece expressing their chosen character's point of view.

Dear Diary  
Along time ago I made up  
my mind that when I know I  
was going to die soon, I will  
take my grandson to show  
him our family plot at the  
at the graveyard.

I Woke up extra early this  
Morning feeling Nervous took  
a slow walk to his house  
thinking about the plans for  
today I felt happy to see him  
wearing the clogs I made him.

MUM gave us a small packet lunch  
and we had to take the  
bus, stop chattering. We were  
on the bus and they were  
talking about the bus they  
had lunch.

Pupil B – Piece C: settings description

Context: while working on a unit about North America, the pupil looked at paintings depicting Native American settlements. They were then asked to write a description of a settlement.

The Trees look like bushes  
The Wind Blows the Trees  
and it's Shining The Trees  
are long and Greenish  
There is a Big Lake and  
a whole pile of rocks  
and probably mud and a  
whole bunch of animals in  
in The forest

Pupil B – Piece D: a poem

Context: as part of a topic on natural disasters and extreme weather, the pupil was asked to use their imagination to create a poem about the wind. Pupil B chose to base their poem on 'Hurricane' by Dionne Brand.

Close the windows  
Lock the doors  
heavy rain coming  
running back home

Neighbours rushing  
Scary windy night  
heavy rain comes  
running back home

Bring all the washing  
Close down the blind  
heavy wind rises  
running back home

Branches bracking  
Rain drops splashing  
Tree tops waving  
People shouting  
Big wind blowing  
HURRICANE! Safe  
in our home

Pupil B – Piece E: legend

Context: while working on a unit about North America, the pupil read a number of Native American legends and was then asked to plan and write one of their own.

The Buffalo kid Lived  
in The forest The  
Buffalo kid HUNTS Humans  
every day Then he grows  
up and try and find  
a wife The Village did NOT  
NOT Like The wife  
because She Was a master  
THEN The Buffalo kid had  
to kill her The Village  
Liked The king

The Buffalo kid died Because  
One of The Village people  
Killed The Buffalo kid.

The ~~the~~ chef's Daughter got  
killed Because of The  
killer who killed The  
Buffalo kid The chef found  
out he hunted for him

The chef Was in The  
forest huntin for him  
it was getting dark so  
he slept. The NEXT morning  
he found The killer he  
shot The killer and got  
his revenge Then he found  
the dead Body.

The NEXT day was  
celebrating that he killed  
The killer.

## Key Points – further evidence from the rest of the collection for Pupil B

PK6	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Legend
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Only one sentence is demarcated with a capital letter and full stop. Capital letters are still used incorrectly.	There are no full stops. Capital letters are used incorrectly. An apostrophe is incorrectly use in a plural.	The pupil uses an exclamation mark. Capital letters are used incorrectly.	There are some full stops. Capital letters are used at the beginning of paragraphs but the errors with capitals noted in other pieces persists.
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  Use spacing between words that reflects the size of the letters.	The handwriting is smaller and more even than in Piece A and the spacing sometimes reflects the letter size. There are some attempts to form letters correctly and join them. Capital letters are used incorrectly in the middle of sentences.	As Piece B.	The handwriting is more even across the piece. Capital letter sizing at the beginning of some lines is evidence of attempts to distinguish them from lower case letters. However, capitals are still incorrectly used.	Again, the handwriting is a mix of printing with some well-formed and joined letters. The problem with capital letters persists.
WTS	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Legend
Write for a range of purposes.	This is a second diary piece, and weaker than the first. It is a very simple narrative, demonstrating a few features of diary writing: the 'Dear Diary' opener; the use of the first person; and some description of feelings (... feeling Nervos [I] took a slow walk to his house thinking about the plans for today...). The opening sentence sets out to explain the event and is ambitious in its multi clause construction, if not completely accurate. The anticipated main event is, however, not described, as this piece is unfinished.	The pupil has described what they can see in the stimulus picture, instead of using it to stimulate a description of a setting from their own imagination based on their topic work. Observations are linked by repeated 'ands' and too informal (Long and Greenish ...a Whole pile of ...a whole bunch of). Some word choices are inappropriate (The Wind ...is shining.).	This four-verse poem uses repetition and near repetition effectively to describe the approach of a storm and the rush home. This repetition and the consistent (short) line and stanza lengths support the rhythm which in turn builds a tension that peaks in the longer final verse. The poem combines commands (... Bring [in] all The washing Close down The blind...) with participle phrases describing exciting pre storm activity.	This narrative includes some detail relevant to North American legends, including references to the chief, the forest, the village, hunting, revenge, celebration, and buffalos. Although coordination (and... so) and subordination (because) is sometimes used to provide explanation or detail, the episodes described in each paragraph are not well linked, making it hard to follow. Some paragraphs are list like.



WTS	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Narrative
In narratives, describe settings and characters.	This is a diary narrative. There is very little description. (I felt Happy to see him wearing The clogs I made him.)	The main purpose of the task is to describe a setting, and this piece clearly evidences attempts at description. However, as described above, the description is simple and sometimes imprecise.	Although not a narrative, the details included by the pupil in their poem portray a sense of place and time (weather).	
Other observations.	Simple paragraphs are used (WTS).			Paragraphs are used (WTS). There are errors in tense in the first paragraph.

## Summary: Pupil B

Evidence to support the punctuation and handwriting statements for PK6

- pupil B's writing collection overall meets the 'pupil can' statements for PK5 in punctuation and handwriting. There is insufficient evidence that the pupil is able to demarcate sentences with capital letters and full stops mostly correctly, and the use of capital letters is consistently inaccurate. Therefore, the work set cannot be awarded PK6.

Further evidence for the WTS 'pupil can' statements related to writing for purpose and including description in narrative writing.

- there is little evidence to support the 'green shoots' of WTS evidenced in Piece A in Pupil B's wider writing. The variety in sentence structure and choices which support purpose in Piece A are generally not repeated in the other pieces, although the pupil does demonstrate the ability to write in simple paragraphs. The poem evidences an ability to write in a different form but is very heavily scaffolded by the model poem (Hurricane, by Dionne Brand). The other three pieces are all forms of narrative writing and no non fiction writing is included, suggesting that the pupil has not yet demonstrated an ability to write for a wider range of purposes. They are, however, working above the standard described in the PK5 statement: write sentences that are sequenced to form a short narrative (real or fictional). Their writing collection is better described as evidencing the PK6 statement: write simple, coherent narratives about personal experiences and those of others (real or fictional).

Overall, the pupil is working below national curriculum WTS at PK5 due to their underdeveloped handwriting and their inconsistency in demarcating sentences.

## Summary

In Exercise 9, you have:

- distinguished writing assessed as WTS – or WTS from that assessed as PK6
- reflected on writing evidencing PK5 (with elements of PK6 and WTS).