



Facilitator script and timings

Table activity 1- exploring 'working at the expected standard'

Each delegate will need a copy of the following materials, which should be distributed at the appropriate point:

- Training exercise 1: Pupil A – working at the expected standard
- Training exercise 2: Pupil B – working towards the expected standard
- Training exercise 1: Pupil A – commentary: working at the expected standard
- Key stage 1 (KS1) 2018/19 Teacher Assessment Framework

Facilitator script:

Throughout the training today, we are going to explore collections of pupils' work. These are all taken from the 2017/18 standardisation exercises, so you may have seen some of them before. As with the standardisation exercise, all the evidence for each collection is drawn from a single pupil's work at the end of KS1.

Together, we'll be using these materials to help unpick some of the 'pupil can' statements, focusing on 'working at the expected standard' and 'working at greater depth within the expected standard'.

The overarching focus of today is the consideration of the differences between each standard. In this first session we will be looking at why a collection meets the 'expected standard' and not the 'working towards standard'.

The evidence for pupil A meets all of the requirements for 'working at the expected standard'. Please take a few minutes to familiarise yourself with the pieces in this collection.

Distribute training exercise 1: Pupil A to the delegates.

Give delegates 5 minutes to read the pieces. When it is clear that the majority of delegates have finished reading the collection, bring them back together.

Learning point 1: coherence – working at the expected standard

Facilitator script:

One of the key statements for 'working at the expected standard' is that pupils need to 'write simple, coherent narratives about personal experiences and those of others'.

First, let's consider the term 'narrative'. The definition of 'narrative' writing is wider than just story-writing and can feature in many types of text. 'Narrative' is defined as an account of connected events, real or imagined, which can include stories, plays, poetry, recounts,

reports, biographies, autobiographies, memoirs, letters, diaries, news broadcasts etc. This was clarified during last year's national moderator training. The statement also says that narratives must be 'coherent'.

Briefly discuss your understanding of the term 'coherent' (no more than 5 minutes).

Facilitator script:

'Coherence' relates to how well a piece of writing is understood by the reader: in a coherent piece of writing, there is a connection between words, sentences and sections of text which help the writing to make sense. Coherence is supported by the use of text organisation, the choice of tense, co-ordinating and subordinating conjunctions, and an appropriate level of detail.

Remember, it is important to focus on aspects of coherence which are included in the KS1 programme of study. These include, but are not limited to:

- *the logical sequencing of ideas*
- *the correct use of present and past tense verb forms, including the progressive form*
- *the use of subordination and co-ordination*
- *the use of expanded noun phrases to describe and specify*

It is important to stress that pupils may not use all of the above in every piece of writing to meet the 'pupil can' statement.

Facilitator script:

Let's look at the letter, written in role, to Florence Nightingale's parents. This piece is coherent for the following reasons:

- *it maintains the first-person perspective throughout*
- *it opens with an appropriate greeting (Dear Mother and Father)*
- *it follows a logical sequence, starting with the journey to the Crimea, followed by the conditions that were present on Florence's arrival and, finally, the improvements made by the nurses*
- *it uses descriptive vocabulary (soldiers were laying on the floor covered in blood) and expanded noun phrases (cracked walls) to illustrate the conditions faced by Florence Nightingale*
- *it concludes with an appropriate ending which shows Florence Nightingale's passion for her cause*
- *it ends with an appropriate sign off (Love from Florence XXX)*

On occasion, there are omissions in sentence demarcation (I felt seasick it wasn't very nice); however, these do not detract from the coherence of the piece as a whole. Now, let's consider aspects of pieces D and E for pupil A, which demonstrate the ability to write 'simple and coherent narratives'.

Allow 5–10 minutes to review pieces D and E from the collection. Then widen out the discussion as a table, exploring how these two pieces demonstrate coherence. (You may wish to refer to the commentary to support the facilitation of any discussion.)

Learning point 2: the difference between writing ‘simple, coherent narratives’ at the ‘expected standard’ and writing ‘sentences that are sequenced to form a short narrative’ at ‘working towards the expected standard’

Distribute training exercise 2: Pupil B.

Facilitator script:

Let’s now look at the pieces of work from pupil B (training exercise 2). The full collection, which formed part of the 2018 standardisation exercise 1, meets the ‘working towards’ standard; however, for training purposes, we are only looking at 2 pieces.

For the ‘working towards’ standard, pupils should be able to write sentences that are sequenced to form a short narrative.

*Please take a couple of minutes to read the 2 pieces and then, in pairs or small groups, discuss why these pieces do **not** meet the ‘pupil can’ statement ‘write simple, coherent narratives’ (expected standard). You may wish to refer back to the collection for pupil A from training exercise 1 to support your discussion.*

Once participants have discussed the pieces in pairs or small groups, widen the discussion to include the whole group. Spend a maximum of 15 minutes on this learning point. Ensure that the discussion draws out the points below:

Piece A (a set of instructions): Although this is a piece of procedural writing, we will look at it in terms of the simple sequencing of information.

- Despite the piece outlining the steps to be followed, the order is not entirely accurate (*Next... festival* [first of all], *Secndly... Thirdly*.)
- Repetition and missing words detract significantly from the overall coherence of the piece (*Festval*, [you] *need to dror a smorl dot in the midul*; *Afta that you need to powc* [the] *pin throo the howul*).

Piece B (a report):

- Even though this piece follows a clear sequence of ideas, sentence structure and vocabulary are repetitive (*when you are a policeman, if you are a policeman, being a policeman*), resulting in some loss of overall coherence
- Coherence is lost in the middle of the piece with the insertion of an inappropriate question (*lis it stil snowing in londn?*).

Learning point 3: co-ordination and subordination at the ‘expected standard’

Facilitator script:

Now let’s return to pupil A’s writing in training exercise 1 to consider the ‘pupil can’ statement ‘use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses’ (‘working at the expected standard’).

In this ‘pupil can’ statement, examples are given in brackets; it is important to remember that these are only examples and that there is no requirement to use these specific

conjunctions. During the 2018 moderation cycle, it was observed that some moderators were looking for the bracketed examples in order to evidence this statement. While the examples provided in brackets may be present across a collection of writing, other co-ordinating and subordinating conjunctions can be used to evidence the statement.

Note that this statement includes the qualifier **some** when referencing subordination. The use of qualifiers is explained within the 'guidance to teachers' (page 2) at the start of the framework. Can you recall how the qualifier 'some' is interpreted?

Quickly elicit responses and note that 'the qualifier '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' (page 2, KS1 TA framework).

Facilitator script:

For the award of the 'expected standard', there should be 'some' correct use of subordination; however, there is no expectation that pupils will use subordination correctly in every piece of writing. As there is no qualifier linked to the use of co-ordination, it is likely that co-ordinating conjunctions will be evidenced across the range of a pupil's writing.

I'd like you now to take some time to explore the use of co-ordination and subordination in pupil A's writing within training exercise 1.

Allow 10 minutes for this learning point, encouraging participants to consider how co-ordination and subordination are used, and how this might support the coherence of the writing.

Facilitator script:

To support the training of moderators, a full commentary on pupil A's writing (training exercise 1) has been provided.

Distribute the commentaries.

Facilitator script:

In the next session, we will explore how the requirements for 'working at greater depth' differ to those for 'working at the expected standard', and what some of the key differences are between the 2 standards.