



Facilitator script and timings

Table activity 2 – exploring the requirements for ‘working at greater depth’

Each delegate will need a copy of the following materials:

- Key stage 2 (KS2) writing framework (from session 1)
- KS2 training exercise 2: working at greater depth within the expected standard collection
- KS2 training exercise 2: working at greater depth within the expected standard commentary

The commentary should not be distributed until the end of the session.

Distribute the KS2 training exercise 2: working at the greater depth within the expected standard collection (one per delegate).

Facilitator script:

This collection meets all of the requirements for ‘working at greater depth within the expected standard’. It was used during the 2017/18 standardisation cycle, so some of you may have seen it before.

It consists of 5 pieces of writing – an information text on evolution, a newspaper report, an evaluative report on the ‘dolly’ shoe, promotional material for a new toy and a story involving a mythical beast.

Take 10 minutes to read the collection.

During this session, we will unpick the collection in relation to 2 of the ‘pupil can’ statements that proved difficult to interpret last year:

- *The pupil can distinguish between the language of speech and writing and choose the appropriate register.*
- *The pupil can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.*

There is some overlap between these 2 statements, but we will consider how they can be applied discretely to this collection.

We will also be looking at the other ‘greater depth statements’ in relation to another collection during the final session.

Learning point 1: appropriate register

Facilitator script:

Let's consider the statement 'the pupil can distinguish between the language of speech and writing and choose the appropriate register'.

- *The framework states that 'pupils should recognise that certain features of spoken language (for example contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar'.*
- *Register refers to pupils selecting vocabulary and grammatical structures appropriate to the context of the writing, for example, indicators of formality in a letter of complaint, concision within a stage direction, contracted forms in casual dialogue.*
- *Pupils working at 'greater depth' should be able to consistently distinguish between speech (for example playground language, informal conversation...), and written language (for example that used for stories, reports, persuasion...).*
- *The statement does not relate to using spoken dialogue in writing, but to whether the pupil, when writing in more formal contexts, can avoid the language that they might otherwise use in speech, for example the use of contracted forms, slang, idiomatic phrases, non standard English. Pupils should be able to make judgements about the appropriateness of the language they use, according to the context of the writing.*

In the collection you've just read, the pupil consistently demonstrates the ability to distinguish between the language of speech and writing, making judgements about the appropriateness of the language used, according to context. Features of spoken language are deployed to create an appropriate level of informality to engage and interact with the reader (for example, in the promotional material and the information text). However, when writing for more formal contexts, an appropriately formal register is adopted, avoiding the language that might otherwise be used in speech.

Let's look at the first piece – the information text on evolution. Remember that the pupil is writing for a year 6 class journal.

Ask whether any delegates would like to comment on the pupil's use of register in this piece. Take brief comments and then read the following, taken from the commentary:

Facilitator script:

A relatively formal register is achieved through the use of scientific names, precise vocabulary choices (recorded, adapted, conserve) and the impersonal construction (It is well known that...) however, this is appropriately combined with language more resonant of speech (Did you know that...? Surprisingly, these 'humans' didn't wear any clothes) to intrigue and engage the reader.

Now have a look at the second piece – the newspaper report. In pairs, take 10 minutes to find evidence for this 'pupil can' statement, considering how it might support the professional discussion with the teacher.

Ask two or three pairs to provide an example and suggest how a moderator might manage the professional discussion around it. Then read the following, taken from the commentary:

Facilitator script:

An appropriately formal register is achieved in the newspaper report through the use of agentless passives (has been safely rescued...was forced to stop...were hoisted down...it was reported that...was interviewed this morning...he must be monitored) and precise vocabulary choices (exceedingly dangerous...undertook searches...highly qualified paramedics...treatment for hypothermia...can present long-lasting side-effects).

In contrast, the distinctive voices of the individuals directly involved - the local fisherman, Matthew's mother and Matthew himself – are conveyed realistically and skilfully, using language more resonant of speech, such as contracted forms, rhetorical questions and question tags and idiomatic and colloquial language (a bit of rubbish...gets dumped...my heart in my mouth...really I have...was gutted).

Learning point 2: assured and conscious control over levels of formality

Facilitator script:

Now let's consider the statement 'the pupil can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this'.

- *There is no longer any requirement for pupils to manage shifts between levels of formality within a single piece of writing. Pupils may well choose to do so when appropriate, but some writing is likely to require the level of formality to be sustained throughout the piece. Pupils must demonstrate the ability to manipulate grammar and vocabulary according to the context of the writing.*
- *The emphasis on 'assured and conscious control' refers to the fact that choices made in a pupil's writing are deliberate and considered. 'Assured' means that a pupil can write with confidence, and 'conscious' refers to the fact that choices made (for example in manipulating grammar and vocabulary) are deliberate and considered. It is possible that edits may help to evidence a pupil's 'conscious' level of control over their writing, according to the tone they wish to communicate.*
- *Levels of formality exist on a continuum, from the very formal to the very informal. This statement requires pupils to control the level of formality, according to the effect that they are trying to achieve, which will typically link to the purpose and audience of the piece (for example a formal letter). This control may take different forms, such as the sustained formal writing of a report, or the shift to informal dialogue within a more formal narrative. Since the statement refers to levels of formality, it is important that a pupil is able to evidence the ability to write for both formal and informal contexts, as well as those in between.*

In this collection, levels of formality are consciously controlled according to context, audience and purpose. Grammatical structures and vocabulary are selected and deployed to convey differing levels of formality, from the formal evaluative report to the highly informal promotional material. Some pieces, such as the newspaper report and the information text, skilfully combine levels of formality to achieve their intended outcome.

Take 10 minutes to look at 2 pieces in the collection - the evaluative report on the 'dolly' shoe and the promotional material for a new toy. For each piece, discuss in pairs the purpose and audience, and the level of formality required.

Take brief feedback from two or three different pairs.

Facilitator script:

Now take 10 minutes to find examples of the way the pupil manipulates grammar and vocabulary to exercise an assured and conscious control over levels of formality, considering how it might support the professional discussion with the teacher.

I suggest you work in pairs to look at one piece each and then feed back to each other.

Now read the following, taken from the commentary.

Facilitator script:

The evaluative report establishes and maintains an authoritatively objective tone through judicious selection of grammar and vocabulary. The somewhat formal use of the pronoun 'one' (One should not be too concerned) the impersonal 'it' construction with the passive voice (It is widely believed that) as well as other agentless passives (children are required to dress presentably...they are not allowed to have...could be improved...when it was initially sold); and modal verbs (should not be too concerned...could be improved...would allow the owner) combine with precise vocabulary choices (concerned, manufacturer, presentably, synthetic material) to consciously control the level of formality throughout.

Ask one or two delegates whether they found any other examples that they would like to share. Then read the following, also taken from the commentary.

Facilitator script:

By contrast, the promotional material establishes and maintains a level of informality appropriate to its persuasive purpose. A range of grammatical features is deployed: imperatives (...look no further and listen here!) rhetorical questions (Do you need some help...? Wouldn't it be fantastic if...?) and the inclusive first person (Well, we have...We promise you...) work together to create an engaging, chatty style, whilst vocabulary choices (keen to snap up...little darlings...fantastic features...silly not to grab...) generate a genial familiarity, designed to establish a rapport between reader and writer, thus inducing the reader to purchase the product.

Ask one or two different delegates whether they found any other examples that they would like to share.

Facilitator script:

We'll give you a detailed commentary to take away, explaining the evidence for each 'pupil can' statement across the collection. It's been slightly reworked since last year to provide a separate commentary on each of the 'pupil can' statements. This is intended to help moderators interpret each statement separately, whilst understanding their complementary nature.

In the next session, we'll be looking at a further collection to consider whether or not it meets the requirements for 'greater depth'.

Distribute the complete commentary (one per delegate).