



Standards  
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Agency

# **Key stage 1 English writing teacher assessment moderation**

**Self-led training resources: Exercise 2**

**2021**

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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 1 (KS1) 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 2: Independent writing and writing effectively and coherently (greater depth standard)

- Facilitating opportunities for independent writing
- Securing further understanding of ‘working at greater depth’ with a focus on the ‘pupil can’ statement ‘the pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’

This exercise should take approximately 60 minutes to complete.

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

- [Key stage 1 English writing teacher assessment \(TA\) framework.](#)
- 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. To complete annotation activities, you will need to print out pieces A, B and C from the work of Pupil B.

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. Some pupil scripts are taken from previous standardisation exercises.*

## Overview

After completing this exercise, you will have revisited knowledge and understanding of assessment criteria for writing via the 'pupil can' statements, with a particular focus on:

- the successful facilitation of opportunities for independent writing and its importance within assessment processes
- reflecting upon ways to build a picture of writing attainment to make a secure judgement
- further reinforcing understanding of the standards through exploration of pupils' work.

## Your role

Your role as a moderator is to build a picture of what a child can do from the evidence that the teacher presents, benchmarked against your standardised knowledge of the framework. This is in order to validate, or challenge, a teacher's assessment judgement. Determining a pupil's understanding of purpose and the independent choices they make when crafting their writing for the reader is key.

## Activity 1: Considering the learning opportunities that enable pupils to independently demonstrate their full application of writing skills

To produce effective and coherent writing, it is important to consider the range of opportunities and the amount of independence presented to learners and how these can impact upon or influence the type and quality of writing outcomes.

The Teacher Assessment Guidance for KS1 states that the writing, on which teachers base their judgements, must be produced **independently** by the pupil.

**Writing is likely considered to be independent if it emerges from a range of experiences in which pupils have the opportunities to discuss and rehearse their ideas and plans. This may mean providing choice in the content and context, i.e., the purpose and reader and time to reflect upon, edit or improve outcomes.**

Within a moderation discussion, there needs to be the opportunity to identify when writing is or is not independent.

## Activity 1a: Independent writing

Consider situations in which writing would not be classified as independent and therefore be unsuitable for use in assessment and moderation. Record your ideas below.



Writing would not be classified  
as independent

Compare your notes to the points below.

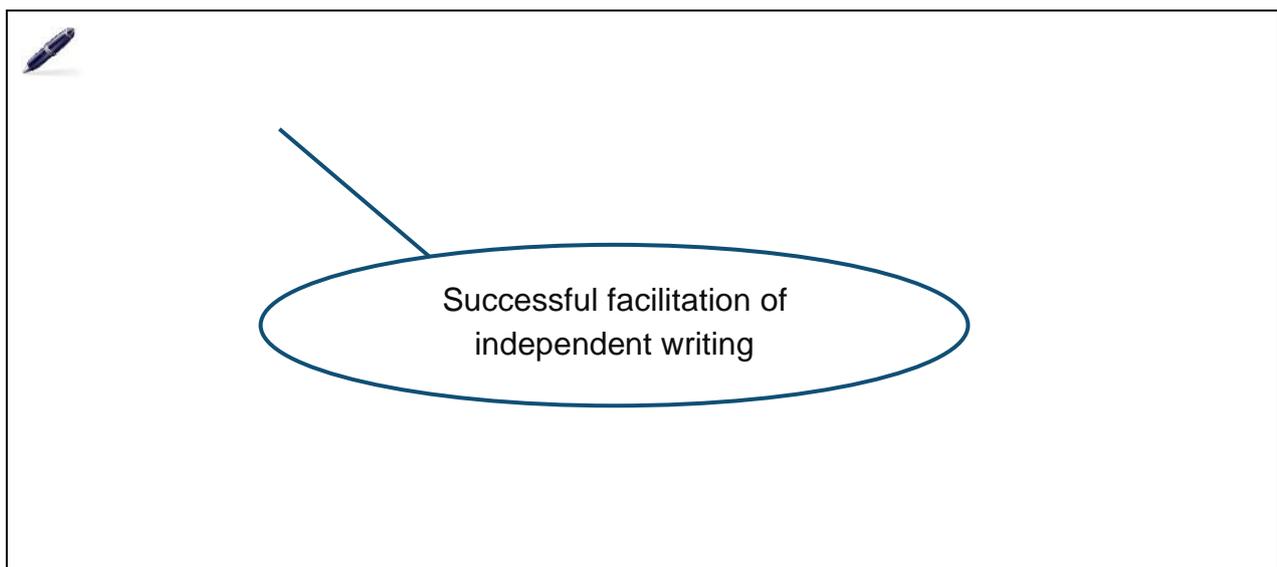
Writing is **unsuitable** for assessment/moderation if it is:

- modelled or heavily scaffolded
- copied or paraphrased
- produced with the support of electronic aids
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, or
- edited as a result of direct intervention by a teacher or other adult.

It is also important to note that a piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling. This could be because the teacher has provided the pupil with some domain-specific words or corrected their spelling.

### Activity 1b: Independent writing

Now think about how independent writing can be successfully facilitated, allowing pupils to apply and demonstrate their writing skills. What strategies and approaches could be used to enable pupils to independently write in a sustained way?



Your notes may include ideas relating to the following points. When moderating, these points should help you identify the extent to which a pupil has independently produced effective and coherent writing.

- Providing text of a high quality that has been explored by the class (purpose/ types of grammatical structures/layout/ potential writing opportunities)
- Providing and developing sound understanding of the knowledge/content or plot/character to be able to develop ideas coherently
- Responding to books and discussing the purpose of language used
- Providing choice of content
- Giving a personal stake in the writing
- Discussing and exploring the impact of changing the layout and presentation for different types of writing and reader
- Encouraging pupils to be adventurous with vocabulary and sentence structures
- Providing time for pupil/teacher dialogue to discuss purpose/reader/language choices
- Ensuring that time limitations don't restrict developing/revisiting ideas
- Self, peer or group evaluation of writing leading to editing
- Providing opportunities for pupils to seek out resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

In a moderation discussion with the class teacher, there needs to be timely opportunity to identify whether writing is or is not independent. There should also be a clear, shared understanding of this, in order for writing to be accurately assessed. It is important to remember that a piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others.

**Reflection point:** Are there any issues you have uncovered so far in this training? Any points that require clarification, or questions that have been raised? Record them here:



## Activity 2: Exploring pupil scripts which have been assessed as working at greater depth

We are now going to further consider the terms 'effectively' and 'coherently' in relation to purpose. If you have completed **KS1 training exercise 1**, it may be useful to refer to your notes when completing the next activity.

Writing with **coherence** and **purpose** are important aspects of producing independent work which is assessed as working at greater depth. As we know, there are always some pupils who are beginning to show attainment and application of some of the working at greater depth skills, such as using the full range of KS1 punctuation or spelling most common exception words accurately or using suffixes. However, many of these learners do not necessarily show that they have met this first, significant 'pupil can' statement. It is important to **consider all statements for a standard**.

The first statement in the KS1 English writing teacher assessment (TA) framework for the greater depth standard states that 'The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'.

### Activity 2a: Gathering evidence from writing

Refer to Pupil B, pieces A, B and C (on the following pages).

Drawing on your understanding of the first greater depth 'pupil can' statement, **make detailed notes**, including examples, on the following points.

How Pupil B's writing:

- uses the key aspects of coherence and their increasing understanding of purpose to communicate effectively and have an impact on the reader
- draws on their reading to inform the vocabulary and grammar of their writing, demonstrating how they are meeting the first greater depth statement.



## Pupil B – Piece A: a letter

Context: a response letter from the perspective of a glue stick to Year 2 learners, based on pupils' reading of 'The Day The Crayons Quit' by Drew Daywalt.

~~Dear~~  
Dear Class 2,  
Hey you kids listen. I'm mad about how you are treating  
me and my yellow glue stick friends! I'm fed up!  
First all you children leave glue round ~~our~~ <sup>my</sup> edges and if it doesn't  
stop I will run out and will be put in the ~~bin~~ <sup>spelly, dirty bin</sup>! You don't  
need to ~~close~~ <sup>close</sup> the lids on otherwise glue gets chopped off! Secondly  
you are ~~loos~~ <sup>loosing</sup> our lids and not bothering to find them! Hasn't  
Mrs [REDACTED] already told you ~~that~~ <sup>to find our lids</sup>? If this keeps up  
all glue sticks we will all dry out and it'll be your fault! Some  
of my friends are in the bin and I'm really up set! Thirdly you wasteful  
children are using up ~~all~~ <sup>so</sup> much glue and you're driving me  
~~to~~ <sup>to</sup> CRAZY! You must stop this or us glue sticks will  
won't ~~have~~ <sup>any</sup> be used again! If it goes so far we  
glue sticks will quit our jobs in this Classroom and  
you wouldn't want that ~~to~~ <sup>to</sup> would you!  
I'm sure Year 3 won't treat us like you do! Anyway,  
my friends Gluey and Glue are so mad that they might  
burst! YOU NEED TO SORT IT OUT!!!  
~~Your furious friend, Stues Glues the St Gluestick.~~  
Your furious friend,  
Stues Glues the Gluestick.



## Pupil B – Piece B: a story

Context: a pirate story inspired by the books written by Johnny Duddle.

Quickly but quietly Ana sailed onto the calm, peaceful sea to a deserted, tropical island where small Captain Sparrow lived. In the misty distance he saw a little argarge sailing closer and closer. "GET UP!" roared Captain Sparrow but his lazy crew kept on playing chess. When Ana and the pirates arrived they slowly crept out of the ship so they couldn't be heard or seen. Under some sandy dunes ~~some~~ a chest full of gold, silver and jewels was secretly ~~hidden~~ buried but it was in a deep pit guarded by an army of crabs who were scared of anything. "Give us your treasure!" Shouted Ana. "Never! we'll fight to the end!" screamed Captain Sparrow. Meanwhile the other pirates of Ana's crew dashed behind a tall dune and lit a fire. Immediately the dune began to crumble and out of the flaming fire lepped a huge spark. The pirates were terrified <sup>so</sup> they ran into a cave. But Captain Sparrow stayed and fought.

Whilst the others were fighting and distracted Ana took her small chance. Slaid the ~~scared~~ terrified crabs, dug up the huge chest full of treasure and ran back to the exhausted others. When they saw Ana return they were relieved.

As quickly as possible they ran back to the ship. "DON'T  
JUST STAND THERE GET THAT BOAT!" screamed  
Captain Sparrow but his crew could not run fast enough. "HEY!"  
shouted Captain Patch again. It was too late they started  
to sail away. "So sorry Captain!" moaned Captain Patch's crew.



### Pupil B – Piece C: an extract from a newsletter

Context: an extract from a class newsletter recounting a trip to a nature reserve.

Transcript of final draft:

Welcome to this month's Class 2's newsletter. Last week we visited \*\*\*\* nature reserve. We wanted to tell you all about our trip so this week we are writing stories, poems and nature guides. This is my description of the day.

On Tuesday 19<sup>th</sup> June, all of the children from class 2 went on an exciting school trip to a wonderful nature reserve called \*\*\*\*\* Marsh. We visited \*\*\*\*\* marsh because we are learning about animals and all their habitats in our Science.

First we boarded a fabulous coach and travelled to outside of \*\*\*\*\* where \*\*\*\*\* Marsh is. The journey was fun and lasted about 30 minutes. When we got to our destination we greeted our guide N\*\*\*\*. Importantly she told us what we could and couldn't do. She told us a fantastic rule and that rule was to have fun. N\*\*\*\* then told us what we might find at lovely \*\*\*\*\* Marsh.

Next we followed N\*\*\*\* to a beautiful meadow to take part in some outdoor activities. Each group was given a bucket and a clipboard. Quickly we had to collect as many types of leaf(s) as we could and then we had to put them in our bucket. After our buckets were full to the brim we made a tally chart to say if the leaves were green, brown, yellow, medium, large or small. If any of the leaves didn't fit in we could write our own category. My group made up of 2 new categories: soft and thin. After that we made a human column diagram and we used sticks to make our axis. Then people stood beside a quantity of sticks to be the numbers.

After the amazing maths we walked off to look for signs of rabbits like droppings, fur, footprints and holes. I found a rabbit footprint and B\*\*\*\* found a blue egg. We had to step carefully as there were large rabbit holes that we could either fall down or trip up.

Quietly we then walked to a medium sized pond. Sensibly we lined up in our groups behind buckets and in them were 2 magnifying glasses and an identification chart. Then one by one we drew a figure of eight with a net in the pond so we wouldn't lose our creatures. We had a spongy teesched kneeling pad to kneel on whilst we were pond dipping. Quickly M\*\*\*\* in my group had a go and she caught a Ramshorn snail. When I\*\*\* also in my group had a go she and Mrs Mc \*\*\*\*\* caught a Great diving beetle and we jumped for joy! Amazingly C\*\*\*\*\* gave a little squeal of excitement because he had just caught a rare Great crested newt. N\*\*\*\* told us that Great crested newts are protected species and you need a special licence to handle them but luckily N\*\*\*\* had one. Disappointingly we had to put the Great crested newt back in the pond.

Now compare your written responses to the points below.

#### **Piece A: a letter**

- purpose is to persuade and inform
- supported by organisational features, including the correct layout, opening and closing phrases, sequential vocabulary, correct pronoun use for clarity, tenses used correctly and subordination to expand reasons
- draws on reading to mirror the style of language and plea to the reader from the writer whilst maintaining the selected role

#### **Piece B: a story**

- purpose is to entertain
- logical sequencing of events, expanded noun phrases, appropriate tense verb forms, noun and adverbial phrases, coordinating and subordinating conjunctions and dialogue (not a KS1 requirement) to advance the tale
- draws on reading to create the form of a traditional pirate treasure hunt story
- vocabulary choices also fit with traditional pirate adventure story location/setting: 'misty distance' 'sandy dunes'

### Piece C: an extract from a newsletter

- purpose is to entertain and inform
- opening and sections used to organise ideas, correct use of past and present tense forms, noun phrases, adverbials (outside KS1 programme of study), subordinating and coordinating conjunctions
- draws on reading of the school website and newsletter to produce a chronologically detailed and emotive description of events
- use of relevant vocabulary for the purpose and topic – ‘tally chart’, ‘category’, ‘textured’, ‘protected species’, licence.

### Activity 2b: Collating and considering evidence

Now read and make notes or annotate the commentary for Pupil B.

Can you identify how the three pieces from Pupil B have collectively evidenced the first statement for greater depth?

*Remember that for the purposes of this training, this is a commentary **only** for the ‘pupil can’ statement ‘write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’.*

### Commentary – Pupil B

Within the 3 pieces, the pupil writes effectively for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Piece A draws on the pupil’s reading of ‘The Day The Crayons Quit’ and is a letter from the perspective of a glue stick to Year 2 learners. Piece B is a pirate story inspired by the books written by Johnny Duddle. Piece C is an extract from a class newsletter recounting a trip to a nature reserve.

Piece A has the correct layout, greeting and sign off for a letter. The direct informal style to the children of year 2 is in keeping with the purpose to request that more care is taken with glue sticks. In this piece, the pupil draws upon their reading to employ varied grammatical structures that express despair and exasperation mirroring the varied voices from the original text. (*I’m mad about how you... I’m sure Year 3 won’t treat us like you do!*) and the rhetorical question (*Hasn’t Mrs \*\*\*\* already told you to find our lids?*)

The content is organised with a direct address opening to the audience (*Hey you kids listen*) followed by a sentence staging the purpose of the letter. This is followed by a

series of ordered statements (*First... Secondly... Thirdly*) detailing the manner in which the glue sticks are treated and possible implications. There is a concluding statement, again directly addressing the audience (*Anyway, my friends Gluey and Glue are so mad...*) and a sentence in capital letters, again utilising a structure from the original text (*YOU NEED TO SORT IT OUT!!!*). The final sign off emphasises the writer's frustration (*Your furious friend*).

The pupil maintains the role of the angered glue stick throughout and employs the use of pronouns such as 'you', 'your', 'we' and 'our' to support coherence. The writer correctly uses the first and second person and present tense, both simple and progressive forms, (*you are loosing our lids... I'm fed up!... I'm realy upset!... you wasteful children are using...*). The pupil also utilises the verb 'will' to show the implications of not putting lids on glue sticks (*I will run out and will be put in the smelly, dirty bin*) as well as 'must' to emphasise the importance of changing habits (*You must stop this or...*).

Additional detail is provided through the use of noun phrases and precise vocabulary (*my fellow gluestick friends... smelly, dirty bin... not bothering... your fault... furious friend*).

Different sentence types are used, principally statements which direct the reader (*all you children leave glue around my edges... Some of my friends are in the bin*) and commands (*You must stop this*). The use of 'if' further emphasises the despair of the writer (*If this keeps up... If it goes to far*).

The pupil's enjoyment and command of the language from the original text produces a creative and entertaining letter.

The pirate story (piece B) follows a sequence of events beginning with an opening which establishes the main character embarking upon a journey with her crew to find treasure and concludes with the dramatic escape from a rival pirate.

Throughout the tale, there is evidence to suggest that choices of vocabulary and grammatical structures reflect the pupil's wider reading and knowledge of the pirate tale genre. Locations (*calm, peaceful sea... deserted, tropical island*), objects (*a chest full of gold, silver and jewels... an army of crabs*) and actions and emotions (*roared... out of the flaming fire lepped a huge spark... distracted... exhausted*) are described with expanded noun phrases and precise vocabulary which aids the reader to picture events and scenes.

Adverbial and prepositional words and phrases, which are part of the language of storytelling, support the order of events and provide further detail (*Quickly but quietly... Under some sandy duens... Meanwhile... behind a tall dune... Immediatly... When they saw Ava return*).

Present and past tenses are used consistently and correctly. Throughout the tale, sentences are predominantly in the past tense (*Ava sailed onto... it was in a deep pit... Ava's crew dashed*) with some shift to the past progressive (*he saw a little Garge*

*sailing... the others were fighting*). There is also a range of past tense verbs used to describe the speaker's voice (*roared... shouted... screamed*). Commands are successfully incorporated into the story ("*GET UP!*"... "*Give us your treasure!*"... "*Never! We'll fight until...*").

Co-ordination is used to link clauses (*but his lazy crew kept on playing chess*) and subordination is used to identify when events occurred (*Whilst the others were fighting and distracted...*), whilst relative clauses demonstrate some effective use of grammatical constructions which are beyond the KS1 programme of study (*a deserted, tropical island where small Captain Sparrow lived... an army of crabs who were scared of anything*).

The enthusiastically detailed extract from a class newsletter (piece C) is effectively organised into sections with a clear opening to the reader and time related words and phrases used to signal the sequence of the day's events (*On Tuesday... First... Next... After the amazing maths*).

Across the extract, varied aspects of coherence are controlled effectively by the pupil.

The past tense is correctly used throughout (*First we boarded... we had to step carefully... we drew a figure of eight*) and the introduction includes present tense forms (*we are writing stories, poems and nature guides. This is my description of the day*).

The writer's enthusiasm towards the day's events is expressed through the detailed description of activities and the use of noun phrases (*wonderful nature reserve... fantastic rule... beautiful meadow... lovely \_\_\_\_\_ Marsh... spongy teched kneeling pad... protected species*) and precise vocabulary (*habitats... destination... category... diagram... magnifying glasses... identification chart*) to provide the reader with plenty of detail.

Variation in grammatical structures all aid clarity and are demonstrated through the use of different adverbials – not part of the KS1 programme of study – to emphasise the manner of actions and personal responses (*Importantly... Quickly... Quietly... Sensibly... Amazingly... Disappointingly*). Varied subjects are used for different sentence focuses (*We visited... She told us... Next we followed... Each group*) and the use of subordinating conjunctions provide further reasons for decision-making (*because we are learning about animals... If any of the leaves didn't fit in we could write our own... We had to step carefully as there were large rabbit holes*) as well as linking simultaneous actions (*kneeling pad to kneel on whilst we were pond dipping*).

## Summary

This exercise should have strengthened your understanding and recognition of:

- what could be considered as successful in enabling pupils to independently demonstrate their application of the writing process
- securing judgements of pupils working at greater depth
- how a pupil's awareness of purpose and their control of coherence within writing results in more effective composition
- how pupils working at greater depth can draw on their reading to effectively select vocabulary and grammar for different purposes.



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