

# STA key stage 1 teacher assessment moderation training support materials

## Contents

Description of Powerpoint slides and relevant support materials.....	3
Suggested scenarios to illustrate ‘particular weaknesses’ .....	5
Suggested scenario to illustrate where discretion should not apply - particular weakness .....	7
Activity 1: EXS exemplification coherence - template.....	9
Activity 1: EXS exemplification coherence - handout.....	13
Activity 2: EXS pupil X collection – applying ‘the expected standard’ .....	17
Activity 2: EXS pupil X blank template .....	21
Activity 3: EXS pupil X commentary – applying ‘the expected standard’.....	25
Activity 4: GDS – applying ‘working at greater depth within the expected standard’ piece A - description .....	31
Activity 4: GDS piece B - description.....	32
Activity 4: GDS piece C - information writing .....	33
Activity 4: GDS piece D - winter and summer settings (description) .....	34
Activity 4: GDS piece E - recount .....	35
Activity 4: GDS piece F - story .....	36
Activity 4: GDS commentary – applying ‘working at greater depth within the expected standard’ .....	39

[Blank page]

## Description of Powerpoint slides and relevant support materials

Description	Handout required
<p><b><u>Overview of changes to the TA guidance</u></b></p> <p><i>The slide covers changes to the KS1 TA guidance.</i></p>	<p>Powerpoint slides 1-9</p> <p>No handouts required</p>
<p><b><u>Good Reason</u></b></p> <p><i>Scenarios to illustrate 'A particular weakness'. Esther and Lucas, which can be read and discussed.</i></p>	<p>Powerpoint slide 10</p> <p>Handouts: pages 5-7 of the training pack:</p> <p>Suggested scenarios to illustrate 'particular weaknesses'</p> <p>Suggested scenario to illustrate where discretion should not apply – 'particular weakness'</p>
<p><b><u>Revisions made to 'Pupil can statements'</u></b></p> <p><i>The slide unpicks the revisions made to the 'pupil can' statements for the 'expected standard', looks at the new exemplification for working at the 'expected standard' and applies them to a collection of one pupil's writing.</i></p>	<p>Powerpoint slides 11-22</p> <p>No handouts required</p>
<p><b><u>Activity 1: Kim's collection</u></b></p> <p><i>Each of the remaining pieces in Kim's collection can be read and discussed individually; then, in pairs or small groups.</i></p>	<p>Powerpoint slide 23</p> <p>Handouts: pages 9-15 of the training pack</p> <p>KS1 EXS exemplification coherence template</p> <p>KS1 EXS exemplification coherence handout</p> <p>2018 Teacher assessment exemplification: English writing – working at the expected standard: Kim (pages 8-15) -see link on page 7 of the training pack</p>
<p><b><u>Activity 2: Applying the 'expected standard' to a collection of work</u></b></p> <p><i>The collection of work presented can be considered, focussing on how the evidence meets the standard awarded. This collection was moderated as 'working at the <u>expected standard</u>'.</i></p>	<p>Powerpoint slide 23</p> <p>Handouts: pages 17-24 of the training pack</p> <p>KS1 EXS exercise 2- pupil X Collection</p> <p>KS1 EXS exercise 2- pupil X blank template</p>

Description	Handout required
<p><i>Once the scripts have been read (in pairs or small groups), the evidence can be identified to support a judgement of working at the expected standard. Consider the professional discussion between moderator and class teacher, noting any points for discussion.</i></p>	
<p><b><u>Activity 3: Reviewing the commentary</u></b></p> <p><i>Support discussion where appropriate using evidence from the commentary.</i></p>	<p>Powerpoint slide 23</p> <p>Handouts: pages 25-30</p> <p>KS1 EXS activity 3 - pupil X commentary</p>
<p><b><u>Overview of greater depth within the expected standard</u></b></p> <p><i>The slide will cover 'pupil can' statements for greater depth within the expected standard.</i></p>	<p>Powerpoint slides 24-31</p> <p>No handouts required</p>
<p><b><u>Activity 4: Applying 'working at greater depth within the expected standard'</u></b></p> <p><i>This activity requires looking at 6 single pieces of writing.</i></p> <p><i>Each piece contains some brief contextual information.</i></p> <p><i>You should not attempt to make a judgement on the standard of any of the pieces presented. Look for evidence of the specified greater depth statement linked to the relevant pieces of writing.</i></p> <p><i>Look at Pieces A and B first.</i></p> <p><i>Read through the commentaries and discuss the findings against those in the commentary.</i></p> <p><i>Repeat the process with pieces C and D.</i></p> <p><i>Repeat the process with pieces E and F.</i></p>	<p>Powerpoint slide 32</p> <p>Handouts:</p> <p>pages 31-37</p> <p>KS1 GDS piece A - description</p> <p>KS1 GDS piece B - description</p> <p>KS1 GDS piece C - Information writing</p> <p>KS1 GDS piece D - winter and summer settings (description)</p> <p>KS1 GDS piece E - recount</p> <p>KS1 GDS piece F – Story</p> <p>Pages 39-44</p> <p>KS1 GDS Commentary</p>
<p><b><u>Overview of timeline for standardisation</u></b></p>	<p>Powerpoint slides 33-38</p> <p>No handouts required</p>

# Suggested scenarios to illustrate ‘particular weaknesses’

## Working towards the expected standard

### Waldemar

Waldemar can write short sentences, usually demarcated with capital letters and full-stops, and sequence these to form short narratives. He also uses co-ordination (mainly *and*) to join clauses; he rarely uses subordination. His phonic knowledge and skills are good: he can spell not just ‘some’ but ‘many’ words correctly, as well as some common exception words listed as examples for both years 1 and 2. His misspellings are phonically plausible: they show that he listens carefully and can segment words into their separate sounds.

Scrutiny of Waldemar’s handwriting shows that he forms lower-case letters correctly, starting and finishing in the right place. His weakness, though, is in ‘forming lower-case letters of the correct size relative to one another’. He can rarely do this because his pencil control is poor. The unevenness in the height of his lower-case letters also makes it difficult to determine accurately whether he is demarcating ‘some sentences with capital letters’: where the capital letter has no separate, distinct form, it is not always possible to know what is a capital and what is a lower-case letter in Waldemar’s handwriting, except by asking him.

Were it not for the uneven quality of his handwriting, Waldemar would be judged to be working securely towards the expected standard. In this case, the unevenness in the lower-case letter forms should be judged to be a ‘particular weakness’ and he should therefore be judged to be ‘working towards the expected standard’.

## At the expected standard

### Esther

Esther’s teacher believes that, overall, she is ‘working at the expected standard’. With the exception of part of one statement, her writing provides evidence of all the statements at that standard, including her use of some subordination as well as coordination to join clauses. Her sentence punctuation is accurate, including end punctuation, and commas to separate items in lists. Her spelling is good and her handwriting is well-formed with evidence of some diagonal joins.

Esther virtually always chooses the correct form of a verb and, on the rare occasions when she does not, she has corrected it quickly when asked to re-read her work. Evidence from this year’s GPS test and an earlier practice test shows that she answered the 2 questions on verb forms correctly. Across longer pieces of writing, however, such as narratives, Esther does not always maintain tense consistency, particularly if she is writing in the first person.

On balance, her teacher feels that Esther’s occasional failings to maintain tense consistency in her writing should be considered a ‘particular weakness’ and should not detract from a judgement that she is now ‘working at the expected standard’.

## **Working at greater depth within the expected standard**

### Geeta

Geeta is a fluent reader of fiction and information texts. This reading informs the vocabulary and grammar of her writing effectively.

All the statements related to 'working at greater depth within the expected standard' are evident in her writing, including 'simple additions and revisions' to her writing made independently. The insertions of omitted words and changes to vocabulary, sometimes more than once for an individual word, show that Geeta re-reads her work reflectively and refines it.

Her grammar, punctuation and spelling are accurate. Class tests show that she can spell 'most common exception words' listed as year 2 examples in the Spelling Appendix, and this year's GPS test showed her secure knowledge of the punctuation used at key stage 1. The only minor weakness is her occasional failure to identify and then correct spelling and punctuation errors when she is proofreading her work. Her occasional failure to make the necessary corrections should therefore be considered a 'particular weakness' and should not detract from a judgement that, overall, Geeta is 'working at greater depth within the expected standard'.

## **Suggested scenario to illustrate where discretion should not apply - particular weakness**

**Judged to be 'working at the expected standard' (KS1) – but not confirmed**

### Lucas

While Lucas's teacher judges that he is 'working at the expected standard', the evidence clearly indicates more fundamental weaknesses in his writing overall, which mean that it would be inappropriate to judge him at this standard.

The statements relating to transcription are supported effectively by the evidence presented. Lucas can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. He can also spell many of the common exception words listed as examples in the Spelling Appendix for years 1 and 2. His handwriting is well-formed, with capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. The spacing between words reflects the size of the letters.

Lucas's writing is weaker, however, in terms of grammar and punctuation. He can write simple, coherent narratives and can record real events simply and clearly. He chooses the correct form of the verbs for present and past tense; the choice of tense is mostly consistent. Clauses, however, are joined mainly with 'and' and, occasionally, with 'but'; subordinating conjunctions are used only rarely in the evidence presented. Lucas also fails to demarcate 'most sentences' with capital letters and full stops. This is more than a weakness about which the teacher might exercise a discretionary judgement. The fact that only 'some sentences' are demarcated with capital letters and full-stops, together with the extensive use of coordination and very limited use of subordination, indicate that the judgement on Lucas's writing should be that he is working towards, rather than working at, the expected standard.

[Blank page]



## Activity 1: EXS exemplification coherence - template

The pupil can after, discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)

Coherence is supported by the use of:

- the appropriate tense
- cohesive devices
- detail

'Narrative' is an account of connected events, real or imagined.

The following handout refers to the published teacher assessment exemplification materials:

[Working at the expected standard: Kim.](#)

<b>Piece A explanation</b>
<ul style="list-style-type: none"> <li>• Clear</li> <li>• Well sequenced</li> <li>• In the right order</li> <li>• The pupil uses the imperative verbs so that the reader knows what to do</li> </ul>
<b>Piece B explanation</b>
<ul style="list-style-type: none"> <li>• Effective details</li> <li>• ...contribute to the picture being painted</li> <li>• The past tense (including the past progressive) is used correctly and consistently throughout the description</li> </ul>
<b>Piece C narrative</b>
<b>Piece D letter and instructions</b>
<b>Piece E description</b>

<b>Piece F information</b>
<b>Piece G recount</b>

[Blank page]

## Activity 1: EXS exemplification coherence - handout

The pupil can after, discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)

Coherence is supported by the use of:

- the appropriate tense
- cohesive devices
- detail

'Narrative' is an account of connected events, real or imagined.

### Note

Within the pieces in this collection you will find some annotations which contribute to coherence, however, they refer to aspects which are not included in the key stage 1 (KS1) programme of study (POS). It is important to focus on those aspects of coherence from the KS1 POS and which are referenced in the 'pupil can' statements.

The following handout refers to the published teacher assessment exemplification materials:

[Working at the expected standard: Kim.](#)

These materials will be required in order to complete activity 1.

<b>Piece A explanation</b>
<ul style="list-style-type: none"> <li>• Clear</li> <li>• Well sequenced</li> <li>• In the right order</li> <li>• The pupil uses the imperative verbs so that the reader knows what to do</li> </ul>
<b>Piece B explanation</b>
<ul style="list-style-type: none"> <li>• Effective details</li> <li>• ...contribute to the picture being painted</li> <li>• The past tense (including the past progressive) is used correctly and consistently throughout the description</li> </ul>
<b>Piece C narrative</b>
<ul style="list-style-type: none"> <li>• .. opens the story, <i>thus identifying the structure</i></li> <li>• Sequencing events clearly</li> <li>• One day, first etc. contribute effectively to the coherence of the narrative</li> <li>• Speech is used effectively, though it is not punctuated</li> <li>• The present tense introduces the main character</li> </ul>
<b>Piece D letter and instructions</b>
<ul style="list-style-type: none"> <li>• Reference to appropriate greeting and closing</li> <li>• The numbered instructions are clearly sequenced</li> <li>• Reference to an accurate account</li> <li>• First, next etc. contribute effectively to coherence</li> <li>• The sentences are a judicious mix contributing to the effectiveness</li> </ul>
<b>Piece E description</b>
<ul style="list-style-type: none"> <li>• Reference to the piece developing</li> <li>• Different sentence structures contribute to variety and interest</li> </ul>
<b>Piece F information</b>
<ul style="list-style-type: none"> <li>• Reflecting the tone and content (in a consistent way)</li> <li>• Correct and consistent use of verbs</li> <li>• Adding of convincing details and extra information</li> <li>• Expanded noun phrases work very effectively</li> <li>• 'Whatever' alerts the reader to important information</li> </ul>

### Piece G recount

- Fulfils its recording purpose effectively
- 'yesterday', 'first' and 'next' contribute to coherence
- Tenses (simple past and past progressive) maintain consistency
- The subordinating conjunction 'because' explains why using the mirror was 'scarry' [sic]

[Blank page]



## Activity 2: EXS pupil X collection – applying ‘the expected standard’

### Pupil X

Context: pieces were drawn from a variety of whole class topics. The pupil had discussed their ideas as part of whole class work and with the teacher before writing. In some cases, the pupil had planned out their work in advance and used the plan at the point of writing. Work had been drafted and redrafted in some cases.

### Piece A: story

Context: this piece of writing was written independently by the pupil. It is a retelling of ‘Silly Billy’ written by Anthony Browne. Pupils were read the story and sequenced the events during the prior lesson. Pupils used the following lesson to edit their own work.

One <sup>shiny</sup> sunny day there lived a young <sup>nice</sup> boy  
named Billy. Billy was a worrier. Billy worried  
about lots of many things. He worried about  
black hats, <sup>shiny</sup> fluffy white clouds, clowns, giant birds  
and black <sup>shiny</sup> shoes. One day Billy's dad said nothing  
will get you and Billy's mum said I'll  
let nothing get you. The next day Billy went  
to his grandma's house. Billy couldn't sleep  
because he was too worried. Billy told  
grandma and grandma <sup>quietly</sup> gave Billy worry  
dolls. Grandma said tell your worry to  
the worry dolls so he did. Billy slept  
like a <sup>old</sup> long. Billy one day made worry dolls  
for the worry dolls and made some for  
everyone. Now everyone sleep like a  
long and forget all of there ~~✓~~ worries.

Piece B: story opening

Context: this is an independent piece of writing, based on the book 'The Day of Ahmed's Secret'. It has been written in the present tense and retells the main events that occurred at the beginning of the story.

In a land far far away there <sup>lives</sup> ~~lived~~ a boy called Ahmed. He has a small, little secret. Today he is planning ~~to~~ to tell his family this night. But he has a lot of work to do. He works in ~~a~~ the capital city of Egypt, Cairo. The city is noisy and sandy. Ahmed has a old and poor donkey which pulls his heavy cart all day every day.

Piece C: email

Context: this piece of writing was written independently by the pupil and replies to an earlier message from the princess to the prince. It is written in the format of an email, which was discussed and shown to the pupils in the prior lesson. The content is based upon the book 'The Paperbag Princess'.

How are you my dear? Thank you for agreeing to rescue me. Princess Elizabeth please hurry the dragon is planning to eat me on Friday. The evil dragon locked me in a hidden small cage so please hurry before he eats me. To come to the cave you have to follow the trail of horse bones and I will be brave and not listen to the annoying ~~and~~ ~~but~~ dragon. Take care. Bye.

Piece D: recount

Context: this is a recount of the pupil's Christmas holidays. It was written independently. The pupil went back over the work in the next lesson and edited some sentences using a purple pen, which isn't shown in this scenario.

on the holidays I had so much fun. on the <sup>we</sup> new year  
I had a <sup>amazing</sup> party in my house we danced to music and  
ate food it was super fun. on the holiday I got  
my cousin called Nasra and she slept with me  
we had so much fun <sup>our</sup> we played mum and  
dogs and we went on ipads and played games.  
On the holidays I got two <sup>lovely</sup> dwarf hamsters but  
when we took it home my Auntie was so angry  
that we got it. she didn't want it so we had  
to sell it to somebody else. I really miss  
the dwarf hamsters but maybe I'll get  
pet fishes. on the holidays three of my  
<sup>kind</sup> cousins came to visit me and my brother  
we had so much fun. we went on ipads  
and played polices and it was super  
fun. we ate pasta for <sup>our</sup> lunch.

Piece E: story

Context: this is an independent piece of writing. In the week prior, the pupils read the book 'Jamela's Dress' and retold it. This piece of writing is an adapted version of the story. The pupil planned the characters and subject independently and sequenced the events in their story based upon the original.

One warm sunny day, Mama and Alice went to the bag shop to go and buy a new bag for a girls night out that she was invited <sup>to</sup> ~~when~~. When she reached the shop she found a silky, soft and furry bag. Mama loved ~~that~~ that bag so she brought it. Alice loved the bag too. When she arrived home mama said to Alice "can you look after my bag while I iron my clothes for girl ~~to~~ night out?" "yes" <sup>replied</sup> said Alice. <sup>When</sup> ~~when~~ Alice was playing with mama's bag ~~out~~ outside she dirted the furry part. <sup>When</sup> ~~when~~ mama went downstairs to put the iron away she was cross of Alice. Mama didn't want to look at Alice. Alice wanted to buy a new but she didn't have money so she asked her big sister and they both went to the shop. <sup>When</sup> ~~when~~ they arrived home mama was so happy. She gave Alice a hug and her big sister a hug too. Dad looked after Alice and her big sister. They watched a movie with popcorn while mama was with her girls and her furry bag. <sup>h</sup> ~~when~~ mama went home she was so tired that she fell a sleep until 8 o' am.

## Activity 2: EXS pupil X blank template

### Results and supporting commentaries for key stage 1 exercise 2

This collection includes the following pieces:

- A) story retelling
- B) story opening
- C) email
- D) recount
- E) short story

All of the statements for 'working at the expected standard' are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly.

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently.

The pupil can, after discussion with the teacher, use co-ordination (for example, or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.

The pupil can, after discussion with the teacher, spell many common exception words\*.

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.*

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters.



## **Activity 3: EXS pupil X commentary – applying ‘the expected standard’**

### **Results and supporting commentaries for key stage 1, activity 2**

This collection includes the following pieces:

- A) story retelling
- B) story opening
- C) email
- D) recount
- E) short story

All of the statements for ‘working at the expected standard’ are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional).

Most pieces in the collection relate to an experience, usually from the perspective of a fictional character.

In EXS piece A, the sentences are statements, and relate a clear sequence of events from the perspective of a young boy: *'Billy was a worrier...Billy couldn't sleep because he was too worried...Grandma quietly gave Billy worry dolls...Billy slept like an old long [log]'*. The piece is written in the third person, which is maintained successfully throughout and so aids the reader in following the narrative. The piece is written mostly in the past tense, but the pupil uses the present tense in the final sentence to draw the story to a satisfactory conclusion, *'Now everyone sleep like a long [log] and forget all of their worries.'*

The story opening (EXS piece B) is written in the simple present tense, for example, *'He has a small, little secret'* [secret] and present progressive tense, for example, *'Today he is planning to tell his family this night'*, which builds the reader's anticipation for events yet to come. The use of pronouns aids cohesion between clauses and sentences. After introducing the main character, Ahmed, the pupil uses pronouns to provide additional detail about him and his life, for example, *'But he has a lot of work to do. He works in the capital city of Egypt, Cairo.'* *'Ahmed has a old and poor donkey which pulls his heavy cart all day every day'.*

The email (EXS piece C) begins with an appropriate greeting, *'Dear princess Elizabeth'*, and closes with a sign-off, *'Love from prince Ronald'*. Pronouns, in a range of forms, are used appropriately throughout the piece to reference the two protagonists, for example, *'How are you my dearly?'* *'Thank you for agreeing to recuse [rescue] me'*, as well as to link back to nouns in preceding clauses, for example, *'The evil dragon locked me in a hidden small cage so please hurry before he eats me.'* The perspective of the prince writing the letter is maintained throughout. The sentences are a mix of commands, for example, *'Princess Elizabeth please hurry'*; a question, *'How are you my dearly?'* and statements to provide detail and guidance, for example, *'I will be brave'* and *'To come to the cave you have to follow the trail of horse bones'*. The sequence of ideas is logical and the additional detail supports the reader's understanding of the prince's situation.

Throughout EXS piece D, the pupil maintains the appropriate use of the first person past tense, which allows the reader to follow the events which are described through statements. There is some use of pronouns, but these do not always agree with the noun forms to which they refer, resulting in a loss of cohesion, for example, *'I got two lovely dwarf hamsters but when we took it home...'*

EXS piece E is composed of a series of statements, in keeping with the features of a narrative. The events, described through consistent use of the third person, follow a logical sequence through the events of, and leading up to, a girls' night out. Use is made of subordinating conjunctions, which aid the overall cohesion of the writing by establishing the relationship between events, e.g. *'When they arrived home mama was so happy'* and *'They watched a movie with popcorn while mama was with her girls'*. Repetition of nouns helps the reader to link ideas across sentences, for example, *'Mama didn't want to look at Alice. Alice wanted to buy a new [bag] but she didn't have money...'*

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly.
<p>EXS piece D describes several events of a school holiday, for example, ‘we <i>Danced to lovely music and ate food</i>’; ‘we <i>played mum and dogs and we went on our ipads and played games</i>’ and ‘I <i>got two lovely dwarf hamsters</i>’, with the pupil’s responses, for example, ‘<i>it was super fun; I really miss the dwarf hamsters</i>’. The use of the past tense, appropriate for describing a previous event, is maintained consistently throughout the piece, for example, ‘She <u>didn’t</u> want it so we <u>had</u> to sell it to someone else.’; ‘...three of my kind cusins <u>came</u> to visit me...’, except when appropriately using the present tense to explain their feelings at the turn of events: ‘I <i>really miss the dwarf hamsters</i>’ and the future tense to express possibility: ‘<i>maybe I’ll get pet fishes</i>’. The use of certain phrases is often repetitive: ‘<i>super fun</i>’; ‘<i>we had so much fun</i>’; ‘<i>it was super fun</i>’, but additional detail, for example, ‘<i>I got two lovely dwarf hamsters but when we took it home my Antie was so angry that we got it.</i>’ and the pupil’s feelings about having to sell the hamsters, provide contrast and add to the overall effect of the piece.</p>
The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
<p>Capital letters are not always clear in some pieces owing to the size of the pupil’s handwriting. There are also some omissions of full stops. In EXS piece D, the earliest in the collection, there are several instances: ‘<i>on the new year I had a amazing party in my house_we Danced to lovely music and ate food_is [it] was super fun.</i>’ In later pieces however, sentence demarcation is at least mostly accurate; in EXS pieces A and B, all sentences are correctly demarcated with capital letters and full stops. In EXS piece E, there is evidence that the pupil has edited their work to include these, showing their understanding of a sentence, for example, ‘<del>when</del> <i>When Alice was playing with mama’s bag outside she dirted the furry part.</i>’</p> <p>Question marks are used accurately where they are needed, for example, EXS piece C: ‘<i>How are you my dearly?</i>’ and EXS piece E: ‘<i>can you look after my bag while I iron my clothes for girl night out?</i>’</p> <p><b>Overall, across the collection, the use of capital letters, full stops and question marks when required is sufficient to meet the standard.</b></p>

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently.

In EXS piece A, the pupil makes correct use of the past tense for the voice of the narrator, '*Billy worried about lots of many things*', as well as, an imperative, '*Grandma said tell your worry to the worry dolls so he did*', and the use of a modal verb, '*Billy's dad said nothing will get you and Billy's mum said I'll let nothing get you*'. The final sentence appropriately uses the present tense to draw the piece to a conclusion, providing information of how things will go forward satisfactorily, although the verb forms used are not correctly written, '*Now everyone sleep[s] like a long [*log*] and forget[s] all of there worries.*'

In EXS piece B, the present tense is used consistently and correctly, including correcting 'lived' to 'lives', indicating that the pupil is proof-reading their work for sense. The pupil also makes use of the present progressive: '*Today he is planning to tell his family...*' to explain current actions.

In the email (EXS piece C), the writer uses different past and present tense forms appropriately: the simple present to greet the princess and to provide details of how to find the prince, '*How are you my dearly?*'; '*you have to follow...*', the imperative to convey urgency, '*...please hurry before he eats me*' and the present progressive to explain ongoing events, '*...the dragon is planning to eat me...*'. The simple past is used to describe what has occurred, '*the evil dragon locked me in a hidden small cage*'.

EXS piece D maintains the use of the past tense correctly throughout the recounting of events, e.g. '*On the holidays I had so much fun*' and '*We went on ipads and played polices*', but with an appropriate shift into the present to explain their feelings at a turn of events: '*I really miss the dwarf hamsters*', and the future tense to express possibility: '*maybe I'll get pet fishes*'.

EXS piece E also demonstrates that the pupil can maintain the use of the past tense for narrating a story, '*Mama loved that bag so she brught [bought] it*', as well as employing the simple present tense for direct speech, '*Can you look after my bag while I iron my clothes for girl night out?*'

**Almost all forms of past tense verbs are correct, for example, 'worried', 'played', 'watched', 'replied', including irregular forms, 'came', 'ate', 'found', 'went'. The only exception is that of 'sleped' [slept] in EXS pieces A and D.**

The pupil can, after discussion with the teacher, use co-ordination (for example, or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
<p>Across the collection, the pupil makes frequent use of 'and' (rather than 'or' or 'but') to join clauses, for example, <i>'Billy's dad said nothing will get you <u>and</u> Billy's mum said I'll let nothing get you.'</i> (EXS piece A);</p> <p><i>'...you have to follow the trail of horse bones <u>and</u> I will be brave <u>and</u> not listen to the annoying dragon.'</i> (EXS piece C);</p> <p><i>'...we Danced to lovely music <u>and</u> ate food...'</i> (EXS piece D);</p> <p><i>'...she asked her big sister <u>and</u> they both went to the shop.'</i> (EXS piece E).</p> <p>'But' is only used occasionally, for example, in EXS piece B to provide additional information about Ahmed's situation: <i>'Today he is planning to tell his family this night. <u>But</u> he has a lot of work to do'</i>, and in EXS piece D to suggest an alternative: <i>'I really miss the dwarf hamsters <u>but</u> maybe I'll get pet fishes.'</i></p> <p>The writing demonstrates use of subordination which makes use of different conjunctions ('because', 'when' and 'while'). In EXS piece A, subordination is used to provide explanation: <i>'Billy couldn't sleep <u>because</u> he was too worried'</i>;</p> <p>In EXS piece D, 'when' is used to provide detail of a sequence of events: <i>'I got two lovely dwarf hamsters but <u>when</u> we took it home my Antie was so angry that we got it. She didn't want it'</i>.</p> <p>In EXS piece E, the pupil uses 'when' and 'while' to establish the relationship between events: <i>'<u>When</u> she reached the shop...', '<u>When</u> mama went downstairs...', '<u>When</u> they arrived home...'</i> and <i>'They watched a movie with popcorn <u>while</u> mama was with her girls'</i>. These contribute to the cohesion of the piece.</p>
The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
<p>Overall, the pupil has good phonic knowledge and most attempts at unfamiliar words are either correct or phonically plausible, including <i>donkey</i> and <i>capital</i> (Piece B), <i>hidden</i> and <i>evil</i> (EXS piece C) <i>cusin</i> [cousin] and <i>angry</i> (EXS piece D) and <i>furry</i> (EXS piece E).</p> <p>There are a few examples of misspellings where the pupil has chosen the correct grapheme, but made an error in the order of the letters, for example, <i>nosiy</i> [noisy] and <i>secert</i> [secret] in EXS piece B, and <i>sliky</i> [silky] and, <i>tired</i> [tried] in EXS piece E.</p>
<p>The pupil can, after discussion with the teacher, spell many common exception words*.</p> <p><i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.</i></p>
<p>All words from the KS1 common exception words lists used by the pupil in the collection are spelt correctly.</p> <p>From the year 2 list: <i>poor</i> (B), <i>old</i> (A, B), <i>told</i> (A), <i>after</i> (E), <i>about</i> (A), <i>money</i> (E), <i>could(n't)</i> (A), <i>every</i> (B), <i>because</i> (A), <i>clothes</i> (E).</p> <p>Words from the year 1 list include <i>house</i> (D), <i>our</i> (D), <i>there</i> (A), <i>some</i> (A), and <i>are</i> (C).</p>

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
All letters, both capital and lower case, are correctly formed and oriented. Capital letters are mostly of the correct size, although there are occasions when they are similar in height to lower case letters, for example, 'black', 'said' (A), 'locked', 'small' (C), 'on', 'super', 'we' (D), 'shop', 'when' (E). This is in part due to the small size of the pupil's handwriting.
The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters.
In some pieces, where the pupil's handwriting is very small, the spacing between words is inconsistent with the size of the letters, for example, EXS pieces A and B. Across the collection as a whole, however, the spacing between words appropriately reflects the size of the letters.



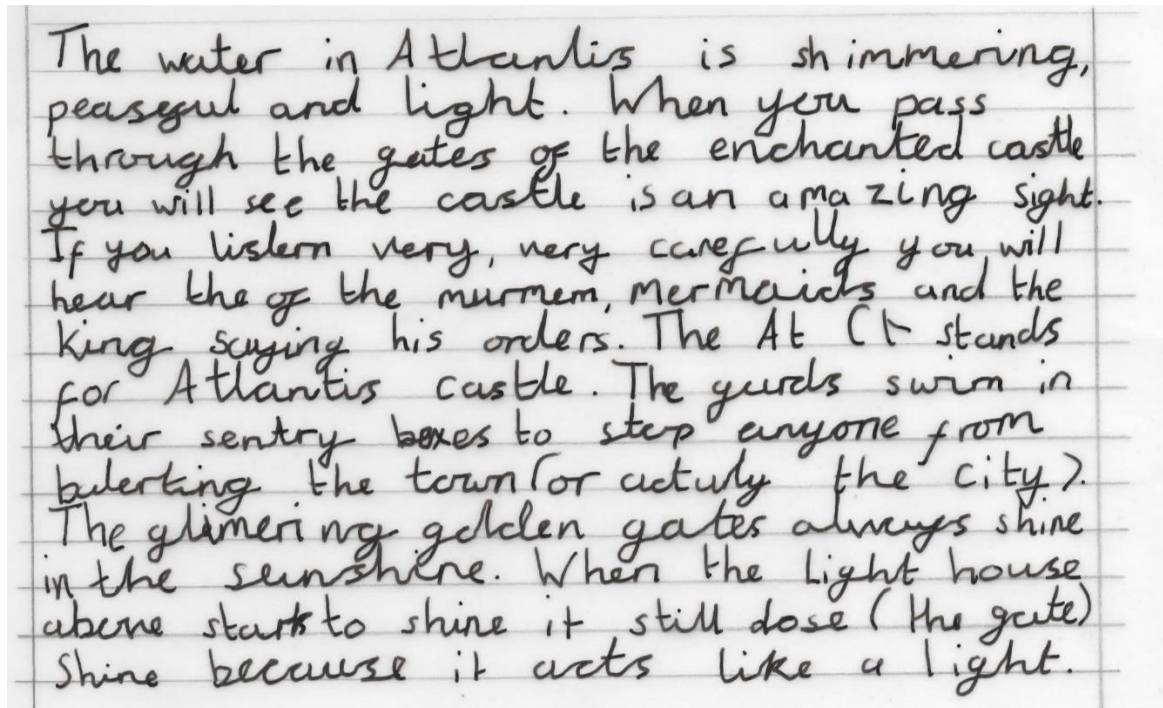
## Activity 4: GDS – applying ‘working at greater depth within the expected standard’ piece A - description

Context: following a reading of George's Marvellous Medicine by Roald Dahl, pupils were asked to write a description of the effects of the medicine on Mrs Twit, a character from another Roald Dahl book, The Twits.

It was 10 o'clock. This was the time for Mrs Twit's medicine. Mr Twit walked into the living room. There she was. In her armchair. "Feed it to me now" croaked the old, ugly hag. Mr Twit was smiling on the inside but not on the outside. How exciting it was! Would she go flying through the roof with a pig's tail? Would she run like a cheetah all the way to Spain and back? Well whatever happened it would be worth watching. "Where is my medicine?" "I need it now!" so Mr Twit dipped the tea spoon into the bottle of magic medicine and shoved it into her mouth. Suddenly she started to shrink in her chair. As she was shrinking her skin started to turn green. Mrs Twit's eyes were starting to climb on top of her head her arms were growing until they were the same length as her legs. Soon she was no longer an old woman but a frog! She tried to scream but instead of that it turned out to be a croak! She hopped out of her armchair onto the soft, fluffy carpet. Then there was a big croak! again. It looked as if fire was burning on her bottom! Then she took off like a rocket onto the moon! What next? thought Mr Twit. There was a loud bang! followed by a croak! as Mrs Twit the frog landed on her armchair once more.

## Activity 4: GDS piece B - description

Context: as part of a sequence of learning on writing fantasy settings, pupils were asked to write a description of Atlantis.



The water in Atlantis is shimmering, peaceful and light. When you pass through the gates of the enchanted castle you will see the castle is an amazing sight. If you listen very, very carefully you will hear the of the murmur, mermaids and the king saying his orders. The At Ct stands for Atlantis castle. The guards swim in their sentry boxes to stop anyone from bulerking the town (or actuly the city). The glimmering golden gates always shine in the sunshine. When the light house above starts to shine it still dose (the gate) shine because it acts like a light.



## Activity 4: GDS piece C - information writing

Context: the class were studying the book 'Gregory Cool' by Caroline Binch, which provided the context for finding out about the Caribbean and this piece of writing about leatherback turtles. It was written independently by the pupil, following a sequence of learning about information texts.

For the purpose of this exercise, the transcript has been typed for ease of reading. All spelling and punctuation are the pupil's own.

### Leatherback Turtles

#### Introduction

Leatherback turtles are sea water reptiles and they are very strong swimmers.

Unfortunately the turtles are very rare because there is so much smoky pollution in the sea, air and beaches.

#### Appearance

Leatherback Turtles can go up to 2m long in their body size. Did you know that the leather back turtles are the largest turtles in the world? What a large creature that is!

They are the heaviest animal in the world and also they have black and white and pink spots on their head and shell.

They have very strong leather because they have a lot of cold blood to help them swim. The leatherback turtle's shell is very rubbery because if you were to touch it the texture would feel rough. Their flipper are very strong because it helps them swim in the deep ocean. They glide through the water.

#### Habitat

The leather back turtles lay their eggs on the sandy beach and in a nest. They dive down and they are found in oceans and they are found in many oceans and in the Caribbean sea.

#### Diet

They eat lots of jelly fish but they don't chew it because they will sting themselves so they just swallow it. They like to hunt in oceans.

## Activity 4: GDS piece D - Winter and Summer settings (description)

Context: this piece was produced as part of a sequence of learning on describing settings. Pupils had looked at images and read descriptions of summer and winter before being asked to write 2 pieces showing the contrast between winter and summer.

For the purpose of this exercise, the transcript has been typed for ease of reading. All spelling and punctuation are the pupil's own.

### Winler [Winter]

The stone brige cirved over the shvering, icy, cold water.

The lake frose completly as Jack Frose appeared.

As the lake frose completly the deep, damp snow was coved in frosed. As the lake frose comletly the people stepped cheerfully across the deep, damp snow. The river was as still as a statchue. The creecing trees sprung right up out of the worm grouned into the frosty air. The cold wintery, frosty grouned was sleeping under a blanket of snow. The people where fresing because the winter came. Why is it winter?

### Summer

The water bobbed cheerfully as the smiling children stared happily across the water!! The sun reflected on the shining, glimmering water! The sun shone into the green, drooping trees. The deep, dark soil dug into the grouned and the buldings reached up the glimmering sun. The trees are wispering in the werm breees when the cars bump on the ricerty road.

Birds can hear the wishing trees, the bubbling water, people talking each and everyone shouting. When the water glisend the cars went by. The water glisend when then cars went by.

## Activity 4: GDS piece E - recount

Context: following a reading of The Princess and the Pea, pupils were asked to write a recount of events in the story from the point of view of the pea.

### The Pea and the princess

Shall I tell you why I am in this glass case? Well, it all started when I was picked out of my pile by the queen. What was she doing to me? She placed me carefully in a box. How comfortable I was! One day I was <sup>put</sup> placed neatly at the bottom of 20 comfy mattresses and feather beds. I was under there for weeks. Even months. It seemed as if I wouldn't be found out. All those days princesses had been sleeping on top of the 20 mattresses and feather beds. The mattresses' plumpness felt like it was about to squash me. I wiggled, jiggled, jumped and squirmed until I finally reached the top. There, I rolled over the <sup>cautiously</sup> pillow ~~cautiously~~ to the girl's ear. I whispered about a round, wumpy uncomfortable thing all night. In the morning I was delighted to hear that the prince was going to marry her. And that's how I got in here.

## Activity 4: GDS piece F - story

Context: pupils were asked to write the ending for a story following a class discussion.

The boy was being tossed around in the sea violently being ~~thrown~~ thrown down deep in the icy ocean and then brought back up into the top of all the cold, cold waves. He ~~tried~~ and get a glance of his tiny boat floating in the distance slowly gliding away. He was all alone and nobody knew he was ~~disappearing~~ disappearing into the ~~atlantic~~ Atlantic ocean. \* Suddenly he began to see a island... and he could smell hot toast with...marmite? Well it smelled like ~~it~~ it. Or was he dreaming? Was the island just a dream? He just ~~smelted~~ didn't know. There was only one way to find out and if he wanted to survive he would do it. So he began to swim. Harder and harder it ~~be~~ became as the tide pulled away from the island until it started to get easier and easier he was getting quicker and quicker ~~to his senses~~ he was smelling the sweet, sweet smell of marmite. A minute later he heard a voice, not just any voice it was his great aunt Bertha! She was as old ~~fool~~-dadd as someone counting to 100.0! He had heard that she was traveling to a unknown island far out at sea. "only where the tarantulas go I will." he once heard her say knowing that ~~it~~ it meant



She loved exploring Every bit of the world until she knew the earth off by heart. His heart was pounding because he was freezing cold, he was terrified and he was lost in the sea. ~~With~~ Without warning he grabbed onto a rock near the island and pulled. It was like using up all his strength but he knew she would help. He pulled onto the island to find a welcoming sight. A tent with its door wide open, a lady wearing a blue, red and yellow dress with flowers and a... Seamonster! Carrying his great aunt Bertha! Just then he felt the sand <sup>or</sup> disappear from under his feet and instead he felt smooth webbed hands lifting him up and then a voice. "I'm taking you home." He was carried all across the Atlantic ocean eating marmite toast and drinking lemonade!

When he got home that night he dreamed of Seamonsters.

And when he goes to the beach he has great fun rides with his sister. But he doesn't go alone ever. He always goes with his dog, his sister and the Seamonster!

[Blank page]

## Activity 4: GDS commentary – applying ‘working at greater depth within the expected standard’

### GDS commentary: all pieces

These commentaries apply only to the ‘pupil can’ statement assigned to the pieces of work. They evidence how the statement has, or has not, been met. They do not make a judgement on the standard of each piece of writing, as teacher assessment judgements must be made across a collection of evidence.

### GDS pieces A, E and F

The following 3 pieces provide evidence for the 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.

### GDS piece A: The effect of the Marvellous Medicine (description)

#### Commentary

The writing starts by setting the scene effectively, giving basic details (*It was 10 o'clock. There she was. In her armchair*). This section includes a hint of what is to come (*Mr Twit was smiling on the inside but not on the outside*) and includes some suggestions about what might happen (*fly through the roof, run like a cheetah*). There is an effective contrast between the two characters, depicted through Mrs Twit’s speech and Mr Twit’s thoughts. This humorous start to the piece engages the reader and sets the scene for the next section of the writing.

There is a clear indication of a shift in action (*suddenly*). A vivid picture is painted of the changes Mrs Twit experiences (*her eyes were starting to climb to the top of her head, her arms were growing until they were the same length as her legs*). The use of carefully selected vocabulary (*shoved, and soft, fluffy carpet,*) and noun phrases (*magic medicine, big croak*) also contribute to the precision of the description and to the reader’s overall understanding of the event being described.

The past tense is used appropriately throughout, though the writer also communicates effectively about what might happen in the future (*Would she go flying through the roof?*). A variety of sentence types are embedded in the writing (*What next?, She was no longer a woman but a frog!, How exciting it was!*) and these contribute to maintaining the humorous style. The description has a quick, simple and satisfactory ending. The final sentence reflects many story endings, both in the tone of the words used (*...she landed on her armchair once more*) and by a return to the scene at the start of the writing.

## GDS piece E: The Pea and the Princess (recount from a point of view)

### Commentary

Writing in the first person and in the past tense emphasises the point of view of the pea looking back on events. This is maintained and enables the reader to follow the story. The direct personal style (*Well, I was picked out of my pile by the neck*) helps the reader understand who is telling the story.

Sentence types are varied (*Shall I tell you why I am in this glass case? How comfortable I was!*) and include sentences that underline the confident use of humour in the way the piece is written, expressing the dissatisfaction of the pea with its situation (*I was under there for weeks. Even months.*). Though the words 'Even months' do not constitute a sentence, they do help the reader understand that time is passing within the story.

The use of, '*I wriggled, jiggled, jumped and sometimes squirmed*' reflect the repetitive sentences in traditional tales and helps the reader understand the struggle of escaping and this moves the recount to the next stage.

Precise vocabulary is used effectively (*'the mattresse's plumpness', 'I rolled over the pillow cautiously'*), to bring detail and to support the reader to follow the events and understand the pea's thoughts.

The recount is short but has a structure that is developed by describing events (*'placed carefully in a box'* and *'one day', 'being put neatly in the bottom of 20 comfy mattresses'*). Phrases *'I finally reached'* and *'In the morning'* help the writing conclude. The conclusion is very simple but does link back to the beginning of the piece.



## GDS piece F: Lost at sea (Story ending)

### Commentary

A very precise description (*tossed around the sea, violently being thrown, cold, cold waves*) at the beginning of this writing helps the reader understand the location of this scene within the story and the difficulties faced by the boy. There is a clear indication of a shift in action (*suddenly*) very early on in the writing. This enables the detail of the story ending to unfold. The action is further moved on (*A minute later, without warning, just then*) later in the writing.

There is effective description of places and events (*he began to see an island, he grabbed onto a rock... a tent with its door open,*). Synonyms are used within a multi-clause sentence to avoid duplication which adds interest (*she loved exploring every bit of the world until she knew the earth off by heart.*)

Repetition of 'heart' provides a link which moves the story on. The shift in whose heart it refers to serves to connect parts of the text together and to move the action on smoothly (*...until she knew the earth off by heart. His heart was pounding because he was freezing cold*).

The writer is also able to convey the thoughts and feelings of the boy (*...he heard a voice, he knew he was disappearing*). The use of repetition (*cold, cold waves, harder and harder, easier and easier, quicker and quicker*) helps the reader to understand the boy's experience in the water.

There is some variety of sentence type embedded within the writing (*Was it just a dream? Sea monster! Carrying his Aunt Bertha!*). Use of questions engage the reader and introduce an idea which is explained later in the piece (*he could smell hot toast with...marmite?; He was carried across the Atlantic ocean eating marmite toast*).

Noun phrases (*sweet smell, and smooth, webbed hands, a lady wearing a blue, red and yellow dress*) give additional detail. The sentences about Aunt Bertha provide details about another character, who is then introduced later in the writing. Tenses are used effectively. The writing begins with the past progressive to set the scene. The simple past is used for most of the narrative, followed by the simple present to draw the narrative to a satisfactory resolution.

The ending of the writing is clearly indicated (*Just then he felt the sand disappear from under his feet*). The boy's happy experience (*... carried all across the Atlantic, drinking lemonade*) at the end of the piece contrasts with the difficulties he has experienced. Reference is made to the boy looking back at his experience (*But he doesn't go alone*), reflecting the style of many stories where the character has learned to be wary of some particular situation.

## GDS pieces B, C and D

The following three pieces provide insufficient evidence for the 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.

### GDS piece B: Setting of Atlantis (description)

#### Commentary

Across this short descriptive piece, the pupil successfully maintains the present tense, including the progressive forms. The verbs chosen are correct and consistent throughout, which aids the reader's understanding.

The use of direct address to the reader engages the audience with the setting (*If you listen very, very carefully, you will hear the murmur, mermaids and the king saying his orders.*)

The pupil uses some effective noun phrases to describe Atlantis (*enchanted castle, amazing sight, sentry boxes*) and co-ordination to provide additional detail about the security of the place (*The guards swim in their sentry boxes to stop anyone from balerting[?] the town (or acturly the city)).*

Sentence structure includes instances of subordination, which effectively connect events between and across clauses, (*When you pass through the gates of the enchanted castle, you will see the castle is an amazing sight.*) There are some occasions, however, where the organisation of sentences interrupts the overall descriptive sense, such as the isolated sentence in the middle of the piece: (*The At Ct stands for Atlantis castle.*) In addition, in the final 4 lines of the piece, the pupil has attempted an ambitious multi-clause sentence, but has not managed to sufficiently control the grammatical structures required to effectively convey the characteristics of the gates: (*The glimmering golden gates always shine in the sunshine. When the light house above starts to shine it still dose (the gate) shine because it acts like a light.*) The inclusion of 'the gate' in brackets is the pupil's attempt to bring clarity, likely having realised that what has been written is unclear, but the overall effect is confusing for the reader.

## GDS piece C: Leatherback Turtles (information)

### Commentary

The pupil maintains the correct use of the present tense throughout the piece. Ideas are organised in sections, appropriate for this type of writing. This helps the reader to access the information. Within each section, ideas are linked to the subheading, but within sentences, some of these linked points are not clearly related: (*They have very strong leather because they have a lot of cold boold [blood] to help them swim; and They are the heavist animal in the world and also they have lots of black and white and pink spots on there head and shell.*). This makes the text hard to follow for the reader.

The pupil uses mostly statements, again appropriate to the text type, as well as a question (*Did you know that leather back turtels are the largest turtes in the world?*) and an exclamation sentence (*What a lage crelturer that is!*). Within sentences, noun-verb agreement is sometimes insecure (*There flipper are very strong because it helps them swim in the deep ocean*); (*They glides though the water.*), which causes the text to lose cohesion.

The writing shows some use of noun phrases which aid description (*sea water reptiles, deep ocean, sandy beach*). The pupil makes some successful attempts at multi-clause sentences using conjunctions (*The leather back turtels lay there eggs on the sandy beach and in a nest*) and subordination (*Unfortunately the turtels are very rare because there is so much smocky pollution in the sea, air and beaches.*) Sometimes, however, the pupil's attempt to provide detail is less articulate (*They dive down and they are found in oceans and they are found in many oceans and in the carribean sea.*)

## GDS piece D: contrasting settings: Winter and Summer (description)

### Commentary

Both sections are written in the past tense, an accepted form for narrative and descriptive writing. In the winter segment, the correct use of this is maintained, including the progressive forms. In the 'Summer' segment, however, the pupil lapses into the present tense, causing cohesion to slip, before returning to the past tense to end the piece.

In these 2 descriptions, the pupil is exploring how vocabulary may be used to aid description. There is some effective use of noun phrases (*a blanket of snow; creeching trees; green, drooping trees; bubbling water*), and verb choice (*glisend, cirved, wispering*). The overall effect is sometimes lessened by the repeated use of individual phrases which are less successful in moving the narrative on (*As the lake frose completly the deep, damp snow was coved in frose. As the lake frose comletly the people stepped cheerfully across the deep damp snow.*).

The multi-clause sentence at the start of 'Summer' piece opens this section (*The water bobbed cheerfully as the smiling children stared happily across the water!!*), providing an effective contrast to the opening statement at the beginning of 'Winter' (*the stone brige cirved over the shvering, icy, cold water.*) The pupil makes use of subordinating conjunctions from the KS1 programme of study to connect ideas across clauses. (*The people where fresing because the winter came.*) and (*The water glisend when the cars went by.*) Most of the sentences are simple statements, lacking the variety of sentence structure that helps to engage the reader.