

Securing accurate assessment of writing at KS1 and KS2

1. Writing for different purposes and audiences

Although specific text types are not explicit within the National Curriculum Programmes of Study for English writing for each year group, in order for teachers to fulfil the statutory requirements for writing, and for children to demonstrate that they are applying the statutory skills and knowledge for robust and accurate assessment, children will require exposure to different types of writing and a range of genres in both key stages. The introduction to the National Curriculum states:

‘Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing...

Teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Schools should do everything to promote wider reading.

The following chart shows the range of genres explicit of the National Curriculum Programmes of Study for English reading comprehension that should be taught, practised and applied in each year group.

English Genres from the Comprehension Sections of the 2014 Curriculum by Year Group

Year 1	Year 2	Year 3	Year 4 (Building on Y3)	Y5 (Building on Y4)	Y6 (Building on Y5)
Poems	Contemporary and classic poetry	Fiction	Fiction	Fiction	Fiction
Non-fiction texts	Stories and non-fiction	Poetry	Poetry	Poetry	Poetry
Key stories, fairy stories and traditional tales	Fairy stories and traditional tales	Plays	Plays	Plays	Plays
Rhymes and poems	Non-fiction books that are structured in different ways	Non-fiction including reference books or textbooks	Non-fiction	Non-fiction	Non-fiction
		Reading books that are structured in different ways	Reference books or textbooks	Reference or textbooks	Reference or textbooks
		Fairy stories	Reading books that are structured in different ways	Myths and Legends	Myths and Legends
		Myths and legends	Fairy stories	Traditional stories	Traditional stories
		Play scripts	Myths and legends	Modern fiction	Modern fiction
			Retrieve and record information from non-fiction	Fiction from our literary heritage	Fiction from our literary heritage
				Books from other cultures and traditions	Books from other cultures and traditions

The English purpose of study states, *'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds... This requires **clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar**. Writing also depends on fluent, legible and, eventually, speedy handwriting.'*

In order to reach the national expected standard at the end Key Stage 1, children must demonstrate that they can *'...write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher'*, whilst to achieve greater depth standard the children must demonstrate that they can: *'...write for different purposes, after discussion with the teacher'*.

The term 'narrative' is used in its broadest sense, and is defined by STA as writing that is sequential. Writing can be real or fictional such as a story in first or third person narrative; a recount; a report; a set of instructions; an explanation; a log or diary entry; a letter or play script. It could also include lists, note taking and aspects of information retrieval. It is through this broad range of writing that children develop their stamina for writing and teachers make their assessment against the statements in the National Interim Teacher Assessment Frameworks (2017).

This is also reinforced within the non statutory guidance for Year 1 that states: *By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in **narratives** or to present facts in **non-fiction**. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.*

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

And again in the non statutory guidance for Year 2 writing which states that through teacher modeling and reading children begin to understand how different types of writing are structured and how grammar and punctuation function in real text: *'Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. **These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for writing. Through teacher modelling, deconstruction and analysis, pupils should understand, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.'***

During Key Stage 2, children *'should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. During Years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. **Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.'***

The Interim Teacher Assessment Framework for writing at the end of Key Stage 2 states that *'Teachers must base their teacher assessment judgement on a **broad range of evidence** from across the curriculum for each pupil. **Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework.'***

In order for children to demonstrate that they are working at expected standard and at greater depth within this standard, they must be able to write for a range of purposes and audiences (including writing a short story at expected standard.) The non-statutory guidance for Key Stage 2 states that *'Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.'*

The statements within the end of Key Stage 2 Interim Teacher Assessment Framework Standard, particularly those relating to grammar and punctuation, determine the genres and text types that children should be exposed to in Years 3 - 6. For example, the statement *'creating atmosphere, and integrating dialogue to convey character and advance the action'* could be evidenced through children's interweaving of a range of correctly punctuated dialogue within a range of narrative structures, or their use of appropriate stage directions within script.

The statement *'selecting vocabulary and grammatical structures that reflect the level of formality'* could be evidenced through them incorporating a letter, a diary entry, an advert or a news report within a range of narrative structures. Evidence of the statement might also include a range of non-narrative writing for different purposes and audiences.

The selection of verb forms is also determined by the purpose and audience of the writing. Opportunities to *'Use passive and modal verbs mostly appropriately'* could be evidenced through: a weather forecast within science; dialogue; narrative; poetry (modals); journalistic writing; mystery and suspense (passive), whilst the subjunctive

form would be likely to feature within such as discursive writing, formal letters, writing to persuade or speech within narrative or script.

All the above is supported by the writing within the annotated versions of the national exemplification collections for Key Stage One and Key Stage Two. The contexts at each national standard clearly demonstrate how children have been given rich opportunities to read and write for different purposes and audiences, using a range of genres and text types.

Please see [Appendix 1 'Writing Contexts KS1'](#) and [Appendix 2 'Writing Contexts KS2'](#).

2. Ensuring a common understanding of independence:

[See Section 5.1 'Independent Writing' of the 2017 Teacher Assessment External Moderation KS1 p13](#)

[See Section 5.1 of the 2017 Teacher Assessment External Moderation KS2 Writing p12](#)

Children's ability to apply and transfer the statutory skills and knowledge independently within their day-to-day reading and writing is the true indication of a child's learning being 'secure'. Therefore, the evidence to support teacher assessment judgements of reading and writing – *both throughout and at the end of the year* - SHOULD come from children's reading and writing in different contexts within English and other curriculum subjects – *as illustrated by the 2016 exemplification collections*.

Teachers must be able to clarify the degree of support given to children, either verbally in discussion with the moderator or through annotations and marking codes on children's work.

Writing IS likely to be independent where:

- it emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had **a range of opportunities** to explore and discuss what is to be written about
- it enables pupils to apply their learning independently, **possibly** with an element of choice, for example writing from the perspective of a chosen character
- is produced by pupils who have independently drawn on classroom resources such as word banks, dictionaries, reference text and spell-checks - and where subsequent writing demonstrates that the skill is being applied independently.
- it has been independently edited, proof read and / or redrafted by the child him/herself, peer or group

- it is informed by clear learning intentions and limited success criteria which are not over detailed and do not over-aid pupils

Writing IS NOT likely to be independent where:

- the scaffolding or modelling is frequently over structured
- where the list of success criteria is consistently too detailed and explicit or if the advice given by adults is always directing and shaping exactly what children write. In other words, virtually every piece of writing presented across all standards is structured in the same way and has similar content with no opportunity for children to exercise choice.

However, teachers and children may have worked collaboratively on a story plan, deconstructed the structure, generated vocabulary and ideas and success criteria BUT enabled the children to independently apply their own creative interpretation to their writing. This IS likely to be INDEPENDENT just as the contexts and children's work within the national exemplification collections show.

Senior LA Moderators

Judy McDonagh

Rosie Parker