



Key stage 1 (KS1) English writing teacher assessment moderation: self-led training resources

Training Exercise 5: Exploring narrative in relation to the 'pupil can' statements for working towards the standard (WTS) and working at the expected standard (EXS)

Response document

This document accompanies KS1 Training Exercise 5. You can use it on screen to type and save your responses to particular activities in that exercise.

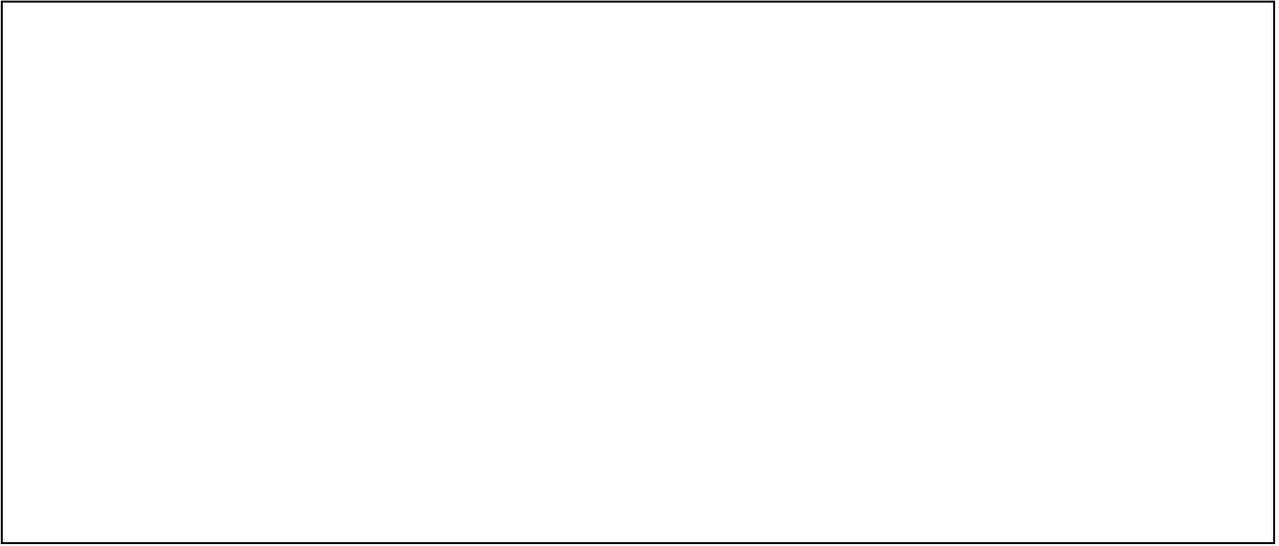
To complete annotation activities, you will need to print out pieces A and B for pupils A, B and C.

Activity 1a: Defining 'narrative'

Narrative, in all its forms, is central to children's learning. It is used as a tool to organise ideas and explore and record experiences. Children will experience a range of narratives throughout their education and the range is likely to be very wide. Composing narrative is an essential means for children to express themselves creatively and imaginatively. 'Narrative' is a term which is used within each of the 'pupil can' statements above, that you will explore further.

In the space below, record your definition of the word 'narrative.'





Complete the table below with examples of narrative outcomes, considering purpose, language features and structure. One has been done for you.

Narrative outcome	Purpose(s)	Language features	Structure
Fairy tale	<ul style="list-style-type: none"> • entertain • convey cultural information that influences behaviour (for example, where it is dangerous to go). • share cultural beliefs 	<ul style="list-style-type: none"> • formulaic sentences, phrase repetition, ref. to magic 	<ul style="list-style-type: none"> • hero/heroine/setting introduction, villain and associated task/problem, resolution
Fable			
Traditional tale			
Adventure story			

Activity 1b: Identifying difficulties in composing narrative

Now consider specific difficulties that some pupils may demonstrate when tackling a narrative. How might these difficulties present themselves? Make notes in the space below.



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 1c: Identifying evidence of coherence in narrative writing

A significant distinguishing factor between the statement for WTS and EXS is the pupil's ability to create and sustain coherence.

In previous training, you considered the concept of coherence in relation to the greater depth standard (GDS), specifically relating to how pupils write 'effectively and coherently'. To achieve EXS, pupils must write coherently and show secure evidence of the 'pupil can' statement 'write simple, coherent narratives about personal experiences and those of others (real or fictional)'. As a moderator, your understanding of coherence, the devices which support it and the ability to support teachers in identifying coherence in pupil writing, must be robust. With this in mind, list the features of writing which build and support coherence at EXS.

Devices that support coherence



Activity 2: exploring narrative writing and looking for evidence of the 'pupil can' statements

WTS: the pupil writes 'sentences that are sequenced to form a short narrative'

EXS: the pupil writes 'simple, coherent narratives about personal experiences and those of others (real or fictional)'

Read the narrative pieces taken from collections for four pupils: A, B, C and D.

Drawing on your understanding of these 'pupil can' statements and linking to the above thinking from the activities so far, make notes on the extent to which each piece of writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Record your initial thoughts by annotating the text or using the notepad.

Pupil A: a narrative

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil A:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

 Pupil B: a narrative

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil B:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

 Pupil C: a narrative

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil C:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

 Pupil D: a narrative recount

Make notes on the extent to which the writing:

- reflects the definition of narrative and is structured as such
- presents any difficulties with narrative

Consider the overall success of the narrative and record your thoughts on how Pupil D:

- details personal experiences of either the writer or a character
- includes key aspects of coherence and subsequent impact on the reader.

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