



Standards  
& Testing  
Agency

## Key stage 2 (KS2) English writing teacher assessment moderation: self-led training resources

### Training Exercise 15: The greater depth standard

#### Response document

This document accompanies **key stage 2 training exercise 15**. You can use it to type and save your responses to activities in that exercise.

## Activity 1: Moderating greater depth writing – typical scenarios

Before we move on to examine pupil work, consider for a moment your experiences of moderating work teacher assessed as greater depth.

What are some of the possible ‘scenarios’ commonly experienced by moderators in relation to work teacher assessed as greater depth?

You may like to record your thoughts on the **notepad** below. 



### Notepad

What are some of the possible scenarios commonly experienced by moderators in relation to work teacher assessed as greater depth?

## Activity 2a: News reports – ‘drawing on reading’ and levels of formality

Read the work by four different pupils on pages 14-19 of Exercise 15, paying particular attention to any evidence related to *‘selecting the appropriate form and drawing independently on what they have read as models for their own writing’* and to formality and register.

You may like to record your thoughts on the **notepad** below. 



### Notepad

Consider and compare any evidence in these pieces relating to:

- *‘selecting the appropriate form and drawing independently on what they have read as models for their own writing’*
- an *‘assured and conscious control over levels of formality’*
- and the ability to *‘choose the appropriate register’*

## Activity 2b: 'Drawing on reading' to support informal writing

Read the work by four different pupils on pages 24-30 of Exercise 15, paying particular attention to any evidence of pupils drawing on their own reading to support their informal writing.

You may like to record your initial thoughts on the **notepad** below. 



### Notepad

**Note any evidence of pupils drawing on their own reading to support the writing of the following informal pieces.**

## Activity 2c: Explanation texts for different audiences – achieving clarity

Read the extracts on pages 34-38 of Exercise 15 and consider how the pupils' responses vary in accordance to their chosen audience, and how these responses differently evidence GDS. How do language and punctuation choices support clarity?

You might like to record your initial thoughts on the **notepad** below. 



### Notepad

**Consider how the pupils' responses vary in accordance to their chosen audience, and how these responses differently evidence GDS.**

**How do language and punctuation choices support clarity?**

## Activity 2d: Descriptive narratives – vocabulary

Read the pupil work on pages 42-44 of Exercise 15.

Reflect on the descriptive language selected and the impact on the reader.

You might like to record your initial thoughts on the **notepad** below. 



### Notepad

Reflect on the descriptive language selected and the impact on the reader.

**Reflection point:**

You have now reached the end of Exercise 15.

In what ways might the reflections from this training exercise support your professional discussions with teachers when moderating work a teacher assessed as GDS?

