



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

### Training Exercise 10: Evidencing dialogue at the expected standard

#### Response document

This document accompanies **key stage 2 training exercise 10**. You can use it to type and save your responses to activities in that exercise.

## Activity 1a: Exploring the reasons why pupils include speech in their writing

Consider each example in the table of speech taken from pupil work.

- Why has it been used? What part is it playing in the piece?
- Is it an example of dialogue?

You may wish to add notes to the table below. 

Examples of pupil work	Why has speech been included in the piece? What part is it playing in the piece? Is it an example of <u>dialogue</u> ?
<b>1. from part of the way into a narrative:</b> Juba asked for Salt (food) and Shelter for a few nights. "Of course" his uncle replied. He was clearly rich. "and you must be the fierce little bear Ursula." He gave her a dazzling smile.	
<b>2. from part of the way into a narrative:</b> "Finally," smiled the assassin, "my time to shine."	
<b>3. from part of the way into a narrative:</b> "We need to tell some one. let's go down to the village "But Cathy - ..." "No Tess tha need to go NOW!" Shouted Catherine.	
<b>4. from the opening of a narrative:</b> "Ah finally, on our way to South Africa!" Benji said excitedly. "I know I can't wait!" Brooke squealed.	
<b>5. from a newspaper report:</b> It was explained by Mr. Jones that as he reached the bottom of the stairs, Jones was hit by the excellent townsfolk community's lantern light. "Yeah, yeah, the wer just running with their lanterns an' all an' I sen' em up on the balconys."	
<b>6. from part of the way into a narrative:</b> Finally, he had reached the bulb. "Lemme see 'ere," the keeper opened the hatch were the fire should be. He unfortunately could not fix the situation with the bulb at this position. So he unscrewed the glass bulb. SMASH. It had happened again! What should he do? ... He just kept thinking: what should I do?	

## Activity 2a: Exploring evidence for dialogue at the expected standard (EXS)

This activity explores how the statement describing dialogue at EXS is evidenced in pupil work.

Read pieces A and B from Blake, on pages 12 and 13 of Exercise 10 and consider:

- How well is dialogue integrated into each piece?
- How well does it convey character?
- How well does it advance the action?

You may wish to record your response by **annotating the text** or using **the table** below. 

	How well is dialogue integrated into the piece?	How well does dialogue convey character?	How well does dialogue advance the action?
Blake: piece A			
Blake: piece B			

**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 2b: Exploring dialogue that does not meet the statement at EXS

This activity explores the statement describing dialogue at EXS in relation to pieces where dialogue is more limited.

Read pieces A and B from Shion, on pages 18 and 19 of Exercise 10 and consider:

- How well is dialogue integrated into each piece?
- How well does it convey character?
- How well does it advance the action?

You may wish to record your response by **annotating the text** or using the **table** below. 

	How well is dialogue integrated into the piece?	How well does dialogue convey character?	How well does dialogue advance the action?
Shion: piece A 			
Shion: piece B			

### Activity 3a: Exploring dialogue in a single piece

Read piece A from Casey, on pages 24 and 25 of Exercise 10.

- How far does the writing fulfil the statement for dialogue at EXS?

You may wish to record your reflections by **annotating the text** or using the **table** below. 

	How well is dialogue integrated into the piece?	How well does dialogue convey character?	How well does dialogue advance the action?
Casey: piece A 			