



Standards  
& Testing  
Agency

# **Key stage 2 English writing teacher assessment moderation**

**Self-led training resources: Exercise 12**

**2023**

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## Introduction

This exercise is part of a suite of training materials designed to develop understanding of the writing assessment framework. These materials address the knowledge and skills needed to support the moderation of key stage 2 (KS2) writing by local authority moderators. They may also be used by schools to support the teaching and assessment of writing at KS2.

The activities are designed for self-led learning but can also be used within group and trainer-led sessions. Discussion with colleagues is central to the assessment and moderation processes and opportunities to do this when using these materials will support effective training.

## Training exercise 12: Evidencing the KS2 framework statements for spelling

This exercise includes **3 sets of optional self-directed activities**.

Should you choose to do all 7 activities, this will take approximately **55 minutes** to complete, including reading time.

- Activity 1a approx. 5 mins
- Activity 1b approx. 5 mins
- Activity 1c approx. 5 mins
- Activity 2a approx. 10 mins
- Activity 2b approx. 10 mins
- Activity 2c approx. 10 mins
- Activity 3 approx. 10 mins

You can record your responses on a **hard copy** of this exercise document.

The pen symbol indicates that you should make notes in the spaces provided.



If working **on screen**, you can use the accompanying editable response document.

In addition to this exercise, you will need the following:

- [Teacher assessment frameworks at the end of key stage 2 \(English writing\)](#).
- [Key stage 2 teacher assessment guidance](#)
- [The national curriculum in England - English Appendix 1: Spelling](#)
- [Key stage 2 exemplification materials](#)

The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points.

## Overview

The exercise aims to support your confident assessment of the spelling statement during moderation visits. The activities at the beginning of the exercise invite you to reflect on your knowledge of the framework statements and guidance related to spelling, while the subsequent activities involve identifying spelling evidence in pupil work.

The exercise consists of **3 sets of activities** and includes writing by pupils at the expected standard (EXS) and at working towards the expected standard (WTS).

After completing this exercise, you will have:

- **refreshed your knowledge** of the evidence requirements for the framework statements describing spelling, with reference to the guidance and the national curriculum spelling appendix (Activity 1)
- developed your understanding of how the statements for WTS and EXS might be **evidenced in pupil work, with reference to the qualifiers** (Activity 2)
- reflected on professional discussions around a **particular weakness** for spelling (Activity 3)

## Your role

As a moderator, your role is to work alongside the teacher to build a picture of what a pupil can do from the evidence presented, benchmarked against your standardised knowledge of the framework. This is in order to validate, or challenge, the teacher's original assessment judgement. Moderation by local authority moderators supports the broader aim of quality assuring standards at a national level.

## Activity 1: Reflecting on the statements describing spelling

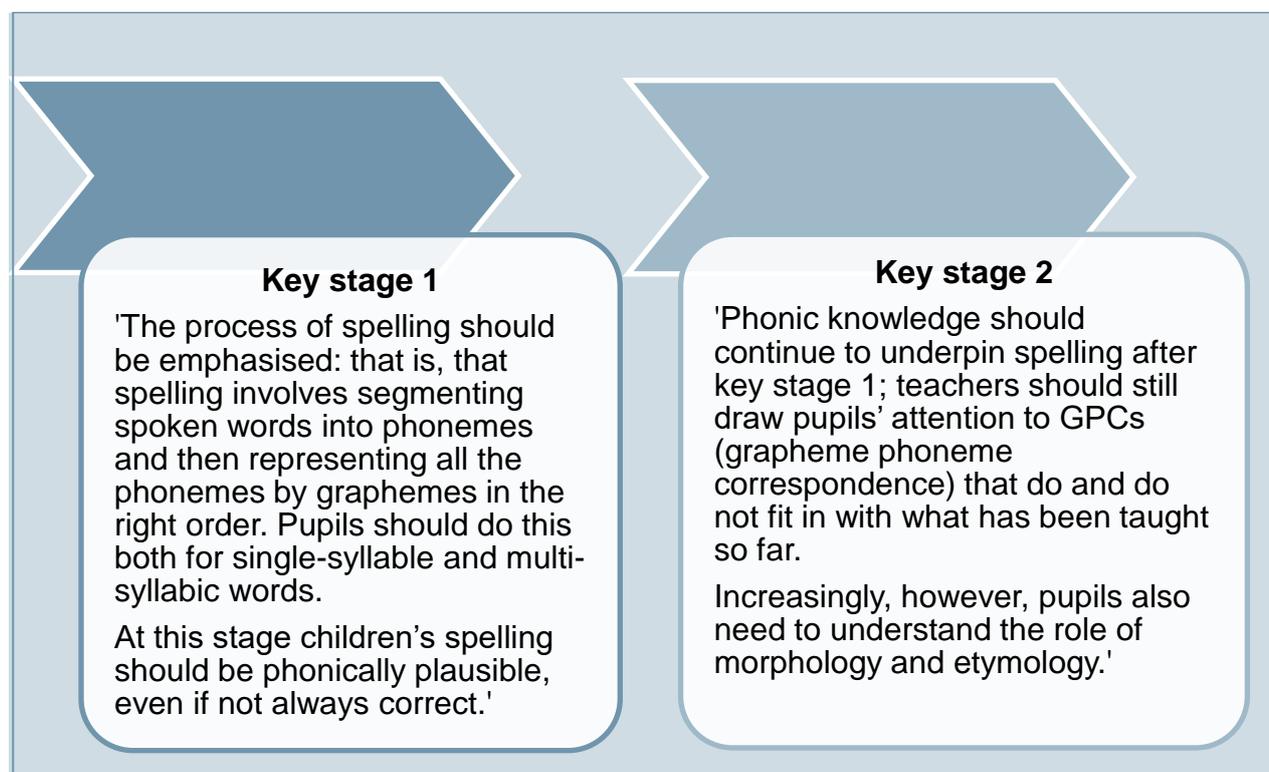
The **national curriculum programmes of study** detail content for 2 dimensions of writing. These are 'composition' and 'transcription'. Transcription includes handwriting and spelling.

Pupils develop their composing and transcription skills simultaneously. However, transcription is especially cognitively demanding for beginner writers. Learning to form letters and spell places heavy demands on working memory. Once a level of fluency has been attained and pupils are able to form their letters and spell more confidently and with greater ease, they are able to focus more attention on other aspects of writing.

Older writers whose foundational spelling knowledge and skills are still developing may therefore make slower progress in other areas of writing. For example, a KS2 pupil whose phonic knowledge is not yet secure may be less able to express more complex ideas in their writing.

The introduction to the national curriculum for English highlights the importance of spelling and describes how children learn to spell: 'Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.' The role of etymology (the study of the origins of words) is also foregrounded in the curriculum.

### National curriculum for English: spelling in key stages 1 and 2



## The framework statements for spelling at KS2

The **framework statements for spelling** are drawn from the national curriculum and are set out in the table below. As pupil work presented at any standard has to meet the preceding standard, the statements for [pre-key stage 2 standard 6](#) (working at the KS1 EXS) are also included.

Framework statements for spelling at KS2	
<b>Pre-key stage 2 standard 6 (PK6)</b>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>spell many common exception words (<a href="#">English Appendix 1 p.10</a>)</li> </ul>
<b>WTS</b>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list (<a href="#">English Appendix 1 pp. 16 &amp; 23</a>)</li> </ul>
<b>EXS</b>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>spell correctly most words from the year 5 / year 6 spelling list</li> <li>use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> </ul>

### Key points – the framework statements for spelling

- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working.
- Pupil work presented as WTS in which there are significant errors with the key stage 1 (KS1) common exception words, and in which spelling is not generally phonically plausible, would not meet PK6 requirements. Therefore, it could not be validated as meeting the WTS standard, even if any year 3 / year 4 words included are correct.
- Similarly, a set of work presented as EXS with significant errors in the year 3 / year 4 words would not be assessed as meeting that standard, even if any words from the year 5 / year 6 spelling list included are correctly spelled.
- In both cases, the evidence might suggest that earlier learning has not been embedded.
- There are no additional statements for spelling in the greater depth standard (GDS).

## The statutory word lists

- For the purposes of assessment, the framework focuses on key aspects of the wider spelling content taught at KS2, including the 2 statutory word lists.
- These lists are set out in [Appendix 1](#).
- The lists are a mixture of words pupils frequently use in their writing, including some subject-specific and high-utility words, and those which they often misspell.
- The guidance notes that these words should 'generally be evident' in pupil writing (see also Activity 1a). Where used, they should be correct to the degree described by the qualifier in the relevant statement.

## The qualifiers

The qualifiers are explained in the [key stage 2 teacher assessment guidance](#) as follows: 'Qualifiers are used in some statements to indicate the extent to which pupils demonstrate the required knowledge or skill. Where qualifiers are used, they have consistent meaning:

- '**most**' indicates that the statement is generally met, with only occasional errors
- '**many**' indicates that the statement is met frequently, but not yet consistently
- '**some**' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent.'

The non-statutory [KS2 exemplification materials](#) can be used to support professional discussions around consistent judgements for spelling.

WTS	EXS ('lower end')	EXS ('consistent')
<ul style="list-style-type: none"><li>• <b>Dani's</b> spelling is described as inconsistent.</li><li>• <b>Most</b> words from the year 3 / year 4 spelling list are correct (continue). Some year 5 / 6 words are correct (immediately).</li><li>• Some common words are spelled incorrectly (to/too, their/there).</li><li>• Some words, especially more ambitious words, are not always phonically plausible, suggesting some gaps in Dani's phonic knowledge (hard [heard]).</li></ul>	<ul style="list-style-type: none"><li>• <b>Morgan's</b> work includes occasional spelling errors and inconsistencies.</li><li>• However, it is <b>mostly</b> correct, including <b>most</b> words from the year 5 / year 6 spelling list (desperate, recognise[d], familiar).</li></ul>	<ul style="list-style-type: none"><li>• <b>Leigh's</b> spelling is <b>mostly</b> correct, with occasional errors when attempting more challenging vocabulary (sureptitiously, venemous).</li><li>• There are a few persistent errors, e.g. theatre, and in some -ly adverbs (extremly).</li><li>• There is evidence of some self-correction and sufficiently accurate application of the -ly suffix.</li><li>• <b>Most</b> words from the year 5 / year 6 spelling list are correct.</li></ul>

Activity 2 in this training exercise considers the qualifiers in the spelling statements in relation to examples of pupil work.

## Activity 1a: Evidencing the statutory word lists

Reflect on your ability to support teacher understanding of how the spelling **word lists** can be evidenced.

- How would you summarise the guidance on the use of spelling tests and assessment records to evidence the following statements?
  - WTS: the pupil can spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.
  - EXS: the pupil can spell correctly most words from the year 5 / year 6 spelling list.

You may wish to record your initial thoughts on the **notepad** below or within the corresponding activity in the response document.



### Notepad

- How would you summarise the guidance on the use of spelling tests and assessment records to evidence the following statements?
  - WTS: the pupil can spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.
  - EXS: the pupil can spell correctly most words from the year 5 / year 6 spelling list.

See [key stage 2 teacher assessment guidance, 5.5 and 6.3](#).

## Key points from the guidance on evidencing the word lists

- Evidence presented to support the spelling statements is selected by the teacher. It should come from day-to-day work in the classroom and may be drawn from a variety of sources.
- As many of the words on the lists referenced in the statements are words frequently used by pupils in their day-to-day writing, and as these words form part of the statutory spelling curriculum, they should generally be evident in the pupil writing shared with moderators.
- Evidence from classroom tests, assessment and assessment notes, can usually **only be used to supplement the evidence** of these words in pupil writing.
- However, if there is a gap in the evidence because pupils do not use any of the words from the lists in their day-to-day writing, **additional evidence** from spelling tests and exercises – such as the examples below – is sufficient.

Rowan Class AY2023-34 – year 5/6 words

Name: Jess P.	Autumn		Spring		Summer	
	Read	Spell	Read	Spell	Read	Spell
accommodate	✓	X	✓	X	✓	✓
accompany	✓	✓	✓	✓	✓	✓
according	✓	✓	✓	✓	✓	✓
achieve	✓	✓	✓	✓	✓	✓
aggressive	✓	✓	✓	✓	✓	✓
amateur	✓	✓	✓	✓	✓	✓
ancient	✓	X	✓	✓	✓	✓
apparent	✓	✓	✓	✓	✓	✓
appreciate	✓	✓	✓	✓	✓	✓
attached	✓	✓	✓	✓	✓	✓
available	✓	✓	✓	✓	✓	✓
average	✓	✓	✓	✓	✓	✓
awkward	✓	X	✓	✓	✓	✓
bargain	✓	✓	✓	✓	✓	✓
bruise	✓	✓	✓	✓	✓	✓
category	✓	✓	✓	✓	✓	✓
cemetery	✓	✓	✓	✓	✓	✓

'Look, cover, write, check' homework - 24.4.23

	Monday	Tuesday	Wednesday	Thursday	Friday
accommodate	acommodate	accommodate	accommodate	accommodate	accommodate
exaggerate	exaggerate	exaggerate	exaggerate	exaggerate	exaggerate
leisure	lesure	liesure	lesiure	losure	loisure
nuisance	nuisance	nuisance	nuisance	nuisance	nuisance
rhythm	rythem	rythm	rythm	rhythm	rhythm

### Dictation

I hadn't bargained on a queue, especially not one that snaked around the town square and down passed the cemetery. It soon became apparent that the others were not going to be joining me. I shivered in the frosty February air. My shoulder muscles ached from the weight of the rucksack and my stomach rumbled. I'd sacrificed breakfast for this! The boys were definitely going to have to show their appreciation big time.

26.04.23 Spelling test

1. controversy ✓
2. profession ✓
3. opportunity ✗
4. temperature ✓
5. system ✓
6. programme ✓
7. parliament ✗
8. physical ✓
9. symbol ✓
10. persuade ✓

$\frac{8}{10}$

'Look, cover, write, check' sheets; teacher records; dictation exercises and spelling tests are all examples of work that might supplement the evidence in pupil writing or fill a gap in the evidence.

## 'Uncommon' and 'more ambitious' vocabulary

The second part of the EXS statement for spelling requires evidence that pupils can 'use a dictionary to check the spelling of uncommon or more ambitious vocabulary'. The following activity asks you to reflect on the terms '**uncommon**' and '**ambitious**'.

### Activity 1b: Reflecting on 'uncommon' or 'more ambitious' vocabulary

Consider your own understanding of what is meant by 'uncommon' and 'more ambitious' vocabulary.

- How would you support teacher understanding of these terms during professional discussions?

You may wish to record your initial thoughts on the **notepad** below or within the corresponding activity in the response document. 



#### Notepad

- *Pupils can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.*
- How would you support teacher understanding of these terms during professional discussions?

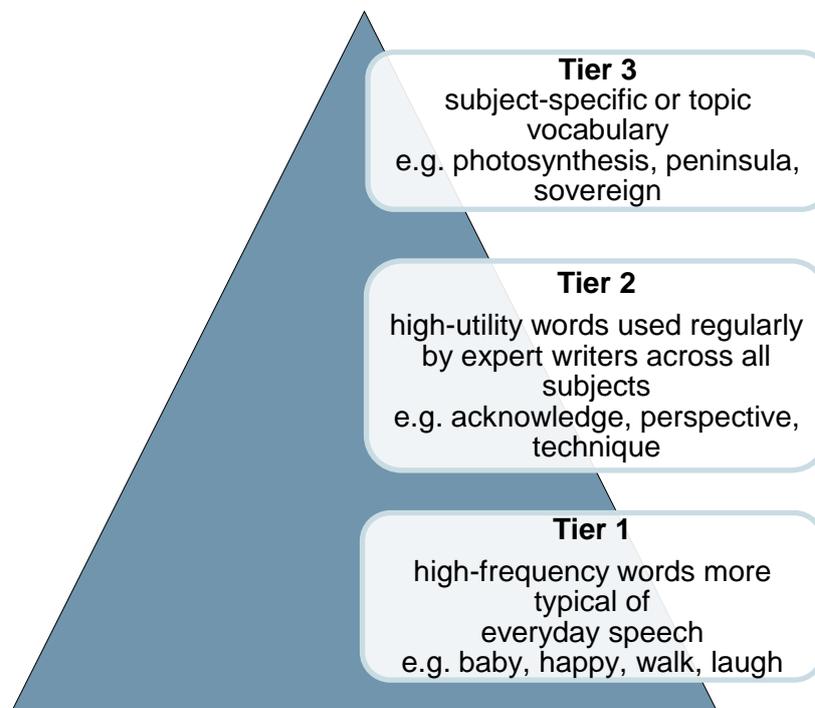
## Key points – ‘uncommon’ and ‘more ambitious’ vocabulary

‘**Uncommon**’ words can be understood in the context of writing at KS2 as words that are irregular; words which do not follow the spelling patterns taught to date; and those not familiar from other sources of teaching, such as the statutory word lists.

- The programmes of study set out the statutory spelling rules and patterns. Examples of words where the rules and patterns apply are provided in Appendix 1, alongside the statutory word lists.
- The curriculum stipulates that pupils’ spelling of most of the words taught should be accurate by the end of KS2. Pupils should also be able to spell some words that they have not yet been taught by using what they have learnt about how spelling works in the English language.
- The assessment framework states that pupils working at EXS can check the spelling of **uncommon** words in a dictionary.

‘**More ambitious**’ refers to vocabulary choices.

- Word choices may be described as ‘ambitious’ when the pupil has made deliberate attempts to use sophisticated and interesting vocabulary to foster audience engagement and to serve the purpose of their writing.
- The words used may not be typical of pupils’ everyday spoken language.
- They may be ‘tier 2’ words (high-utility words used by expert writers across subjects) or ‘tier 3’ words (topic or subject-specific words) which are not already included in the statutory lists.



Vocabulary ‘tiers’ adapted from ‘Bringing Words to Life’ (2013), Beck, McKeown & Kucan.

**Ambitious words** are often, but not necessarily always, more difficult to spell.

- Pupils should be able to apply what they have learned about how spelling works in the English language to the spelling of ambitious words, but the statement allows for the use of a dictionary where necessary. This allowance encourages pupils to use ambitious words that might be challenging to spell and not restrict themselves to using simpler vocabulary that might be easier to spell.
- The statement refers only to the *spelling* of ambitious words. The *use* of these words – their relevance and precision – is considered in other framework statements in EXS.
- Spelling knowledge does, however, support pupils’ accurate use of words by supporting their understanding of words. In KS2, pupils ‘apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) ... to understand the meaning of the new words they meet’.
- Therefore, learning in spelling is closely aligned to vocabulary development, with both contributing to expanding the word choices available to pupils during writing and thus to improving the quality of their writing.

## Independence and spelling

- The professional discussion provides teachers with an opportunity to explain the context of pupil writing shared at moderation, including the levels of support provided.
- While scaffolding is important in writing learning, including learning to spell, work presented to evidence teacher assessments should be independent (see [key stage 2 teacher assessment guidance, 6.2](#)).
- Moderators can establish whether spelling is independent by discussing the classroom spelling practices with the teacher and, specifically, any spelling support provided for the pupil work presented as evidence.
- The level of teacher support may also be evident in marked work, such as in the example on the next page.

Independent	Not independent
<ul style="list-style-type: none"> <li>• Pupils use the strategies of a writer and independently draw on available resources, including dictionaries and thesauri, and words already in their books or on display</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers direct pupils to include specific vocabulary in a piece of writing and provide them with spelling support, such as word lists or mats specifically related to the task.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils draw on peer support to identify and amend incorrect spellings in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers indicate the words that need amending.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils correct errors independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide correct spellings.</li> </ul>

## Activity 1c: Evidencing independent spelling

- Consider the piece of pupil work below and note any evidence it provides to support the independent attainment of the EXS spelling statement.

You may wish to record your initial thoughts on the **notepad** below or within the corresponding activity in the response document. 



### Notepad

- What evidence of independent spelling does this piece present?

subdued subdued subdued subdued  
As I edged forward towards our dilapidated dump yard (the garage), my heart <sup>was</sup> pounding, my hands were shaking and sweating, ~~and~~ I was breathing deeply and nervously I <sup>walked</sup> got closer. ~~I got~~ I got closer and closer & trembling more and more. ~~It~~ ~~Should~~ Should I? Could I? Would I? My head was spinning with in thought. I had to do this. I had to find out more. ~~I~~ Confidently I took the final few steps and put my hand on the door handle then paused. What would I find in here. Would it collapse any second or worse on me? Then, I reluctantly opened the door...

reluctantly reluctantly reluctantly reluctantly  
Cautiously, I stepped into the garage of dispare. Cobwebs hung like fat bats in a ~~st~~ subdivided cave. I could have screamed. But, I didn't. I was being watched. My every move was being watched. A shiver traveled up my spine. My hair was on end. The dust - which was falling like pelting rain - made me cough and splutter. It was now or never; I carefully tiptoed over to the tea chests and...

despair despair despair  
despair

## Key points – evidencing independent spelling

- In this piece, the pupil has selected some ambitious vocabulary – including ‘subdued’, ‘reluctantly’ and ‘despair’ which they have corrected – but these words cannot be used to evidence independent spelling, as the teacher has identified the errors and provided the correct spellings.
- ‘Dilapidated’, ‘cautiously’, ‘pelting’, ‘paused’ and ‘collapse’, on the other hand, have been spelled correctly without obvious teacher intervention.
- Year 3 / year 4 words (WTS) are independently correct (for example, ‘breathing’, ‘thought’).
- The independent spelling of the correctly spelled words in this piece could be confirmed through discussion with the teacher.

### Summary: Activity 1

In Activity 1, you have reflected on:

- the framework statements for spelling in relation to the national curriculum
- the statutory spelling word lists for year 3 / year 4 and year 5 / year 6
- the ‘qualifiers’ – ‘most’, ‘many’ and ‘some’
- the role of spelling tests and assessment records in evidencing the word lists
- the terms ‘uncommon’ and ‘more ambitious’ vocabulary in the EXS statement
- independence in spelling

## Activity 2: Examining the evidence for spelling in pupil work

This next set of activities involves looking at a number of scenarios involving evidence for spelling in pupil work teacher assessed as WTS and EXS.

For the purposes of training, extracts or single pieces of work are presented here as snapshots of spelling attainment. During an actual moderation visit, the evidence to support a spelling statement might accumulate as you examine a collection of pupil work.

### Activity 2a: Validating a judgement of WTS

Imagine a scenario in which the work presented so far has caused you to challenge a teacher judgement of WTS in relation to spelling.

The pieces examined have not yet evidenced the year 3 / year 4 word lists (WTS), and there are errors that indicate gaps in the pupil's phonic knowledge and mistakes with KS1 common exception words (PK6).

The teacher suggests that the other pieces in the collection will demonstrate how the pupil's spelling has improved over the year and provide sufficient evidence to support a judgement of WTS.

- Now read through the next 2 pieces in the collection and decide whether or not they offer **evidence towards validating the teacher's judgement of WTS**. These 2 pieces were completed some months apart.
- In this scenario, as you have noted gaps in phonic knowledge and errors with KS1 words in the work reviewed so far, you will need **to establish that the preceding standard – PK6 – has been achieved and then look for evidence to support WTS**.

You may wish to record your initial thoughts on the **table** on the next page or within the corresponding activity in the response document. 



## Pupil A, Sam – piece A: extracts from a narrative

Context: the pupil rewrote an episode from Roman Quests by Caroline Lawrence and received adult support when editing (in purple).

With sore feet including blisters. I was very hungry so ~~there~~<sup>were</sup> all my friends. ~~Suddenly~~<sup>Supremely</sup> I saw a massive ~~place~~<sup>place</sup> behind the shrubs, at the end of the ~~road~~<sup>road</sup>. I did not know what to say. I have never seen anything like it before in my life. I am used to round thatched-roof houses. I ~~pointed~~<sup>pointed</sup> at it and then somebody spun me round in circles - it was Ursula. Then Logos flew out of nowhere. We all chased after it. On the way I ~~wondered~~<sup>wondered</sup> if this was the right place we were going to. It was a cream house and ~~also~~<sup>also</sup> had ~~cream~~<sup>cream</sup> columns. We all saw Medusa's head with bulging eyes and ~~stuck~~<sup>stuck</sup> out tongue.

We walked in ~~the~~ the gardens. And entered the temple. ✓  
As we walked into the dim temple, this statue was made out of ~~black~~<sup>black</sup> marble and the toga was made of some purple-red rock. The eyes had been set with white, and they almost looked alive. Well I was right, Juba gasped as the sacred god rose up from its marble throne and moved ~~forwards~~<sup>forwards</sup> to us. 'Greetings!'. He had a deep voice and his accent as cultured as any patrician in Rome. ~~Their~~<sup>Their</sup> uncle was dressed in a scarlet toga. Everyone was on ~~their~~<sup>their</sup> knees but I just was ~~not~~ standing straight and tall. Juba asked for salt (food) and shelter ~~of~~ for a few nights. 'Of course' his uncle replied. He was clearly rich. 'and you must be the fierce little bear ~~through~~<sup>Ursula</sup>'. He gave her a ~~smile~~<sup>smile</sup> showing in his ~~smile~~<sup>smile</sup>. ✓

## Pupil A, Sam – piece B: extracts from a persuasive report

Context: the pupil wrote a report detailing the benefits of residential trips to persuade parents and governors to allow such trips to continue in their school. This piece was written some months after piece A and **no spelling support was provided** during the initial writing or editing stages.

It has long been known that Charterhouse, outdoors experiences are beneficial for the development of teamwork and friendship as the children will use it in later life. Children who just get a muddy once-in-a-lifetime experience. Even though it was cold and wet, it is a marvellous place to go to. Therefore, this must carry on in later years to come because it is a memorable place for all. Charterhouse is outstanding; we think that it is important to a child's life.

Friendship is important for Charterhouse. You get to know more people that are in <sup>your</sup> ~~your~~ rooms that you might not know yet. The most important thing about friends is trust, as you have to trust your peers on activities such as climbing up and coming back down the hill. Making friends speedily will help make more friends in the future. Friends will help you through the happy and sad bits in your life. Caving can be hard so you will need your friends to help you in the caves, if you are scared.

Teamwork, is also very ~~important~~ important because to make a plan you will need teamwork and working together. Teamwork is also good for helping each other and guiding your friends to the end to win. If Charterhouse does not carry on in the years to come, some children will not have this free experiences in their lives and will not have memories (that will be a shame).

Having looked at all the good things about this residential, I strongly believe they should not be cancelled. It is a rite of passage for Y6 children. Should they not always have this opportunity?

PK6	WTS
<p><b>Evidence that the pupil can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</b></p>	<p><b>Evidence that the pupil can spell correctly most words from the year 3 / year 4 spelling list</b></p>
<p><b>Piece A</b> – most of the spelling in this narrative piece is accurate (for example, sore, statue, fierce, tongue, bulging, accent), including some more ambitious words (thatched, cultured, patrician).</p> <p>However, there are still a few words which indicate the pupil is not always successfully segmenting, for example:</p> <p>Suddly – suddenly, palce – palace, wonded – wondered, ponited – pointed</p> <p><b>Piece B</b> – there is no further evidence of poor segmenting in this piece and the spelling is very accurate, for example:</p> <p>beneficial is segmented and correct</p>	<p><b>Piece A</b> – circles (circlos), through (thew) and forwards (forwarts) are incorrect; straight is correct.</p> <p><b>Piece B</b> – through (though) and believe (belive) are incorrect; therefore, though and important are correct; experience is inconsistently spelled.</p>
<p><b>Evidence that the pupil can spell many key stage one common exception words</b></p>	<p><b>Evidence that the pupil can spell some words from the year 5 / year 6 spelling list</b></p>
<p><b>Piece A</b> – year 2 common exception words are correct, for example:</p> <p>behind, every (everyone), eye(s)</p> <p>The year 2 homophone ‘their/there’ is incorrect.</p> <p>‘than’ is used in place of ‘then’</p> <p><b>Piece B</b></p> <p>The year 2 common exception word ‘because’ is incorrect. Child/children are correct.</p>	<p><b>Piece A</b> – there is no evidence of the year 5 / year 6 words.</p> <p><b>Piece B</b> – opportunity, marvellous and develop(ment) are correct.</p>

## Key points – validating a judgement of WTS

- The evidence in these 2 pieces confirms that this pupil has met the preceding standard, PK6. Spelling in the later piece, piece B, is generally very accurate, and the pattern of inconsistent segmenting seen in piece A is not repeated.
- However, despite the overall accuracy of piece B, these pieces do not provide sufficient evidence to validate the teacher's judgement. To achieve WTS, pupils must be able to spell **most** words from the year 3 / year 4 spelling lists correctly and this is not yet evident here. Half of the year 3 / year 4 words used in the 2 pieces are incorrect.
- Additional work would need to be examined, and evidence of the mostly correct spelling of the year 3 / year 4 words would need to be identified.
- To meet WTS, only **some** of any year 5 / year 6 words included need to be correct and piece B does evidence this. Additional work shared would need to demonstrate that the pupil is consistently able to spell some year 5 / year 6 words correctly.

## Activity 2b: Distinguishing between EXS and WTS

In this next scenario, you are working alongside the teacher to identify evidence to **validate their judgment of EXS**. The diary entry below is the first piece examined.

Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. Therefore, when examining work teacher assessed as EXS, moderators would expect most words from the year 3 / year 4 list to be correct (WTS), alongside most of the year 5 / year 6 words (EXS).

The pupil should also have checked ambitious and uncommon words in a dictionary and therefore these should also be mostly correct (EXS).

- Read through the diary piece below, noting the spelling of any uncommon or ambitious words and of words from the statutory lists.

You may wish to record your notes on the **table** below or within the corresponding activity in the response document. 

Year 3 / 4 words	Year 5 / 6 words
	
<b>Other observations, including notes of uncommon or more ambitious words</b>	

## Pupil B, Ash: a suspenseful diary narrative

Context: after reading the garage episode in 'Skellig' by David Almond, the pupil was asked to write a narrative with a mysterious or spooky setting of their choice. This is independent work.

Dear Diary, THE GNARLED FINGER

Let me tell you about the night which changed my life...

It all started with me going to bed, I was watching youtube shorts on my phone when my friend texted me, asking to explore the abandoned graveyard, which I knew was out of bounds, but agreed to go anyway. I tiptoed out of my house that night making sure not to wake my parents.

When we arrived at the graveyard, we faced a tall mossy gate, I pushed it but it wouldn't work so we both tried because there were overgrown branches pushing on the other side of the gate (well that's what me and Ralph thought it was) we both felt a chill come over us. We both shivered. Suddenly the twisted branches turned into honey gnarled fingers. We froze. The honey fingers retreated into the darkness. The gates suddenly swung open! Standing there, our mouths hanging open in shock. We couldn't move and we thought our feet were stuck. As we entered, we heard an urgent crying of a crow. It started circling us, catching our attention. It looked to be leading us to something but it was dark so it was impossible to see where it was leading us so we decided to get our phones out, which is when we had realised they had died!

The structure was big and mossy, it must be a crypt I thought to myself. Tentatively we edged into the crypt which was pitch black although our eyes just adjusted. We saw a gaping hallway. On the right of us so we decided to head down it. There was a door just at the end of the hallway. SUDDENLY, we heard a scream coming behind the door. Sneaking down the hallway, we took a

glimpse and saw a girl. "Hi" we said but she didn't answer so we repeated it and this time she answered. She spoke in a raspy voice "my name is Faith, I'm 15 and I recommend don't come in any further because I've been kidnapped". Just then. A chill went over us.

I could hear sounds I never wanted to hear again-I froze. All I wanted to do was hide but I knew I had to get away. I slowly crept out of the graveyard as cold rain hit my face. I glanced over my shoulder but I couldn't see anything. For a moment I thought about Ralph and tears began to prick the back of my eyes. I bit my lip. "This is no time for tears". I said to myself. I began to run as fast as my legs could carry me and I didn't dare to look behind me for fear of what I might see. I ran to the door, and threw myself through it. I leaned against it panting, my lungs <sup>burnt</sup> burning. I was safe! Just then, from round the corner of the door, emerged a single, gnarled finger...

Year 3 / 4 words	Year 5 / 6 words
<p><b>Correct</b></p> <p>arrive(d)            answer/answered            circle (circling)            decide(d)            heard            shoulder            thought            through and the homophone 'threw'</p>	<p><b>Incorrect</b></p> <p>reccomend</p>
<p><b>Other observations, including notes of uncommon or more ambitious words</b></p> <p>Descriptive word choices linked to the task are correct, for example:            graveyard, tiptoed, gnarled, crypt, gaping, raspy, kidnapped, crept</p> <p>High-utility words are usually correct, for example:            emerged, retreated, urgent, attention, realised, structure, glimpse, glanced, abandoned</p> <p>However, agreed and tentatively are incorrect.</p>	

### Key points – distinguishing between WTS and EXS

- Overall, the spelling in this piece is accurate, including the spelling of all the year 3 / year 4 words included. The pupil uses some carefully chosen words effectively and these are also usually correct, indicating good spelling knowledge and, perhaps, efficient use of a dictionary.
- These achievements are, however, not sufficient to validate the teacher judgement of EXS as the only word included from the year 5 / year 6 list is incorrect.
- If evidence of these words is not identified in further pieces in the collection, further evidence demonstrating the mostly correct spelling of year 5 / year 6 words would need to be presented before the teacher's judgement could be validated. If necessary, these could include evidence such as spelling test results or teacher assessment records, as well as other pieces of writing.

## Activity 2c: Examining spelling at EXS

In the final activity in this section, you will be examining work by a pupil teacher assessed as EXS.

- Reflect on both parts of the spelling statement for EXS, and the discussion on 'uncommon' and more 'ambitious vocabulary' earlier in this exercise.

*The pupil can:*

- *spell correctly most words from the year 5 / year 6 spelling list*
  - *use a dictionary to check the spelling of uncommon or more ambitious vocabulary*
- 
- Read through the 2 extracts presented below and note any evidence that might go towards validating the teacher judgement.

You may wish to record your initial thoughts on the **table** below or within the corresponding activity in the response document.



Year 5 / 6 words	Uncommon or ambitious vocabulary
 <b>Piece A</b>          <b>Piece B</b>	<b>Piece A</b>          <b>Piece B</b>

## Pupil C, Darra – piece A: a witness statement

Context: this is an extract from a witness statement describing an episode from ‘Oliver Twist’ by Charles Dickens’. **No spelling support was provided.**

My name is Darra and this is my statement as a witness to the incident. It was early on Monday morning, Monday 7<sup>th</sup> December 1869 to be precise. I was passing the bookshop, as I always do on a Monday, on my way to my nan’s house when I had the misfortune to witness the theft.

I had realized two boys were acting suspiciously across the street while I waited for the street sweeper to clear the path for me. One of the boys looked older and taller. He was dressed in a neat, yet worn and awkward tophat and a filthy aggressive face covered with muck and a suit too small for him. He was accompanied by a younger boy. This boy was thin and scruffy although he did have an angelic face. They were whispering to each other and then the older boy sauntered across the street and started leafing through the ample selection of books outside the bookshop next to an elderly gentleman. The individual this is all about is identified as Mr Charles and he apparently had no clue what was coming.

The next moment, I heard a cry from the old gentleman. It was obvious that he had been pick-pocketed after his angered reaction. I saw the older boy sprinting off like lightning into the distance.

## Pupil C, Darra – piece B: a descriptive narrative

Context: following lessons on natural disasters and figurative language, the pupil was asked to write a descriptive narrative of a memorable event. **No spelling support was provided.**

The proud trees glistened like expensive diamonds; Snow slowly devoured the miserable, lone tree like a cloud engulfing the landscape. Wandering Snowflakes tumbled down from the sluggy cloudy sky. Meanwhile, a thick evil fog stole the plain, grassy field away and an eerie degrading silence setgishly, filled the lonely tired field.

A gargantuan blanket took over everything, transforming the land into a miserable, cold, white. Crystal-like Snowflakes rested silently on the icy covering of snow while huge vicious birds calmly swooped down like dangerous bullets stealing the sumptuous fresh worms.

All the while, a devilish snowstorm was secretly brewing high up in the deadly sky. With a painful gust of hail, a dangerous tornado struck viciously at the cold, white plain. Like a pardher hunting its prey, the demonic storm struck.

Now, attempting to take in the magnificent setting around me, I became engrossed in deep thought; I was utterly mesmerized by the most incredible sight my eyes had ever seen.

An endless thought of nervous, worrying moments filled my brain, but that wasn't going to stop me. I had been working tirelessly for months planning this out but a little bit of snow wasn't going to stop me. I was ready..

Although it felt like an entire lifetime, slowly the light, joyous sun closed its eyes and let the lonely moon take its place among the shining stars. All that was left was the snow smothering the surroundings and turning it a stark white.

Year 5 / 6 words	Uncommon or ambitious vocabulary
<p><b>Piece A</b></p> <p>awkward</p> <p>aggressive</p> <p>accompany (accompanied)</p> <p>apparent(ly)</p> <p>identity (identified)</p> <p>individual</p> <p>lightning</p>	<p><b>Piece A</b> includes correctly spelled topic-specific vocabulary, for example: <i>witness, incident, statement, theft, suspiciously, obvious, reaction, pick-pocketed</i></p> <p>It also includes accurate spelling of vocabulary chosen to sound ‘<i>Dickensian</i>’, for example: <i>to be precise, misfortune, angelic, sauntered, leafing, ample selection, elderly, angered</i></p> <p><b>Piece B</b> has many examples of the pupil’s accurate spelling of ambitious words: <i>glistening, devoured, engulfing, gargantuan, crystal, vicious, scrumptious, magnificent, engrossed, mesmerized, smothering, eerie</i></p>

### Key points – examining spelling at EXS

- The spelling in these pieces is very accurate, with good evidence of the year 5 / year 6 words in piece A. The ambitious words used are spelled correctly. (Earlier in this exercise, ‘ambitious’ is defined as words not typical of the pupil’s everyday spoken language but more typical of expert writers’ written language, and/or words linked to the subject of the piece. They are words chosen with purpose and audience engagement in mind.)
- In piece B, the pupil has clearly responded to the task set by the teacher and loaded their piece with descriptive language – including figurative language – sometimes to good effect. This level of success is appropriate to a writer working within EXS. A pupil working at GDS would perhaps have chosen their words more precisely and used them more sparingly to greater effect.
- The impact and precision of the ambitious words a pupil uses are not, however, the focus of the EXS spelling statement and are assessed through other EXS statements.
- The EXS spelling statement is concerned only with the accurate spelling of any ambitious words used, regardless of their effect or relevance, and it allows for the use of dictionaries to check those words.
- This allowance reflects the expectation that pupils working at EXS will choose vocabulary which is effective for purpose and audience but might be more challenging to spell, and not restrict themselves to simpler, less effective vocabulary which might be easier to spell.

- There is good evidence in these pieces to suggest that the teacher's judgement of EXS for spelling would be validated at moderation. This is on the assumption that the consistently accurate spelling and ambitious word choices – also correctly spelled – in these 2 pieces are typical of the rest of the collection. Other pieces would need to be examined prior to validation.

## **Summary: Activity 2**

In Activity 2, you have:

- reflected on scenarios which require the moderator to check that the preceding standard for spelling has been met prior to validating the teacher assessed standard
- identified evidence related to the statutory word lists with reference to the relevant qualifier
- considered accuracy in relation to the spelling of 'more ambitious' words

### Activity 3: Reflecting on a ‘particular weakness’ in spelling

Pupil work shared at moderation may occasionally be described by the teacher as demonstrating a ‘particular weakness’ in spelling, and judgements of this nature must be validated through professional discussion. The final activity in this exercise aims to refresh your understanding of the guidance relating to a particular weakness for spelling and asks you to identify evidence for a particular weakness in pupil work.

The [key stage 2 teacher assessment guidance \(6.1\)](#) stipulates that a pupil’s writing should meet all the statements within the standard at which they are judged to be working. However, teachers can use their discretion to ensure that a ‘particular weakness’ does not prevent an accurate judgement of a pupil’s overall attainment. A ‘particular weakness’ refers to a pupil demonstrating a weakness in the achievement of a particular statement or parts of a statement, despite having been taught the relevant aspect of the programme of study.

If a pupil is judged to have a particular weakness, a teacher’s professional judgement about whether the pupil has met the standard overall takes precedence over the need for the pupil to meet all ‘pupil can’ statements. However, a teacher identifying a particular weakness must be able to justify their decisions with evidence during moderation, and the moderator should scrutinise whether there is good reason to reach this judgement. This simply means that it is established, through professional discussion, that the pupil’s weakness is an exception to their overall attainment, and that the standard at which they are being judged has still been convincingly met.

A particular weakness in spelling should be evident in pupil’s work, and perhaps also in additional assessment records and spelling exercises. Teachers are not required to provide any other written evidence of a particular weakness in spelling. The particular weakness may relate to a specific learning need, such as dyslexia, but is not limited to this, nor does a learning need automatically constitute a particular weakness.

The guidance notes that the circumstances in which a pupil is convincingly working within a standard, despite not meeting all the statements, are only likely to be ‘occasional’. Research suggests that progression in writing is typically inhibited by lack of fluency in ‘transcription’, which includes spelling. Writers who have not reached the spelling fluency and accuracy described in the curriculum for the end of KS2 are typically also less likely to have made good progress in other areas of writing, such as in composing well-structured sentences. Therefore, pupils whose work convincingly evidences all the statements for a standard, except the spelling statement, are exceptional.

Moderating work by a pupil identified by their school as having a particular weakness in spelling will involve a discussion with the teacher, during which they may share examples of the spelling weakness in the pupil work. All other statements related to the standard at which the teacher judges the pupil to be working must then be evidenced in the normal way, and the standard reached agreed.

The final activity in this exercise asks you to reflect on one piece of writing by a pupil identified as having a particular weakness and to note evidence that might contribute to a validation of the teacher's judgement.

### **Activity 3: Examining work by a pupil with a 'particular weakness'**

In this final training scenario, imagine you are presented with a collection by a pupil **teacher assessed as working at WTS, with a particular weakness in spelling.**

- Read the following piece by pupil D, 'Jaden', noting the spelling.  
What evidence towards a judgement of WTS does this piece present?

You might like to record some notes on the **notepad** on the next page or within the corresponding activity in the response document.





## Notepad

### **What evidence towards a judgement of WTS does this piece present?**

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in non-narrative writing, use simple devices to structure the writing and support the reader
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- write legibly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list

## Pupil D, Jaden: a balanced argument

Context: the pupil wrote this piece independently after reading 'Hitler's Canary' by Sandi Toksvig in class, and studying balanced arguments in guided reading. They were tasked to write a balanced argument discussing whether or not Bamse should agree to his brother Orlando's request to distract some Nazi soldiers and steal their guns.

Since the occupation of Denmark, ~~it~~ it has been hard especially for Bamse. However, he has a choice to distract some soldiers ~~of~~ <sup>that</sup> his brother Orlando can steal their guns. Three years have past since the Nazi soldiers occupied and Bamse now has a choice, he has been asked to join the resistance group called the (DOPA). I will discuss whether he should join DOPA's mission.

Firstly, let's look at how this could affect his life. If he <sup>does</sup> go ahead <sup>with this</sup> he could get badly injured. Consequently, Bamse would be unable to complete any missions for DOPA. Not only might he get hurt, but his family may also be disappointed in him. Furthermore, his family, especially his dad, are against fighting in the war. Adding on to my point, even if he does distract the soldiers long enough it ~~does~~ <sup>doesn't</sup> nothing to <sup>Denmark's</sup> right to freedom. After all, why would Bamse put himself in danger for nothing? Overall, he could get badly injured and nothing will affect Denmark. As we have seen, it could be dangerous and will ~~could~~ <sup>could</sup> affect his life badly if Bamse ~~decide~~ <sup>decides</sup> to get involved.

On the other hand, if everything <sup>does</sup> go to plan then Barnes would have a stronger relationship with his brother. Since Barnes was an infant, he has always looked up to him. He is inspired by his spirit, strength and determination to succeed. If the mission was to be successful, Olandow would be very proud of him. Finally, after many years, Barnes would be just like his brother. Moreover, Olandow would trust him more, which would mean Barnes might be given more missions to complete.

For In conclusion, it is a tough choice for Barnes to make since he always dreamt of what it would be like to take part in a mission after reading about The Churchill Club in the newspaper. In summary, there are two options: follow in the footsteps of his brother, or slyly say a listen to his father.

## Key points – examining work by a pupil with a ‘particular weakness’

The pupil can:

- write for a range of purposes

The piece is logically structured, with an introductory paragraph followed by arguments for and against the topic under discussion and a brief conclusion. Some vocabulary choices reflect those that might be expected in a balanced argument (*Consequently* [*Consently*]... *Adding on to my point*... *On the other hand*... *Not only*... *there are two options*:) and modal verbs and a rhetorical question are deployed (*After all, why would Barnes put himself in danger for nothing?*). The pupil is able to express their ideas in mult clause sentences, but these are not always entirely accurate (*If he does go ahead with this he could get badly injured*... *As we have seen, it could be dangerous and could affect his life badly if Barnes does decide to get involved*). The writing does not meet EXS, as the arguments for and against are somewhat underdeveloped, and the level of control required to achieve EXS is lacking. For example, the pupil also uses the first person to open the discussion, but then continues in the third person.

- use paragraphs to organise ideas

The piece is organised clearly into 4 paragraphs with distinct foci. The introductory paragraph sets out the issue under discussion. The second and third paragraphs outline the arguments for and against Barnes joining the resistance, and the final paragraph brings the piece to a conclusion. The writing does not meet EXS as it lacks cohesion within paragraphs, and this can impact flow and clarity.

- **in non-narrative writing, use simple devices to structure the writing and support the reader**

The pupil uses appropriate linguistic devices to support the reader (*Firstly, let's look at how... Ferverrmorer... Overall... As we have seen... In conclulion... In sumary*).

- **use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly**

Full stops and capital letters are mainly accurate throughout, including capital letters for proper nouns (*Denmark... Bames... Churchill Club*). A question mark is used correctly. Commas are used in a list (*He is inspired by his spirit, strength and determination.*) and there is accurate use of apostrophes in some contractions (*let's... doesn't*). Commas are also used after adverbials and for parenthesis (*Finally, after many years,...*) [EXS].

- **write legibly**

The handwriting is mostly legible.

- **spell correctly most words from the year 3 / year 4 spelling lists, and some words from the year 5/ year 6 spelling list**

The spelling of 'enough' and 'complete' (y3/4) and 'soldier' (y5/6) are correct. However, as the teacher in our imaginary scenario has identified, overall the spelling is weak and might be described as erratic. It can be accurate, but is also often only phonically plausible, demonstrating gaps in phonic knowledge and poor segmenting skills, and sometimes indicative of gaps in spoken language knowledge. For example:

especally, espccallyy – especially	jion – join
disapionted – disappointed	piont – point
dose – does	injurd – injured
distralct – distract	dangeos – dangerous
famaly – family	fowlow – follow
disiskus – discuss	Ferverrmorer – furthermore
ocupied – occupied (y 5/6)	ispied – inspired
streath – strength	dermation – determination
tow – two	lissen – listen

## Key points

- As this is only one piece from the pupil collection, it cannot be expected to provide sufficient evidence for all the WTS statements. Additional evidence would need to be identified in other pieces in the collection.
- However, there is certainly some evidence to support WTS here. The pupil's insecure spelling ability has not prevented them from being able to write for purpose and make structural and linguistic choices which support reader understanding and engagement. Their experience of texts and written language is evident and positively impacts the style and content of the piece. For example:

'Since Bames was an infant, he has always looked up to him. He is inspired by his spirit, strength and determination to succeed. If the mission was to be successful, Oldandow would be very proud of him. Finally, after many years, Bames would be just like his brother.'

- Their progress in spelling, however, has not kept up with their overall writing ability, suggesting that spelling may be a 'particular weakness' for this pupil.

### Summary: Exercise 12

In Training Exercise 12, you have:

- refreshed your knowledge of the evidence requirements for the framework statements describing spelling, with reference to the guidance and the national curriculum spelling appendix
- developed your understanding of how the statements for WTS and EXS might be evidenced, with reference to the qualifiers
- reflected on professional discussions around a particular weakness for spelling