



Standards  
& Testing  
Agency

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

### Training Exercise 12: Evidencing the key stage 2 framework statements for spelling


#### Response document

This document accompanies **key stage 2 training exercise 12**. You can use it to type and save your responses to activities in that exercise.

## 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. 



### 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](#).

### 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. 




#### 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?

### Activity 1c: Evidencing independent spelling

- Consider the piece of pupil work on page 14 of Exercise 12 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. 



#### Notepad

- What evidence of independent spelling does this piece present?

## 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 key stage 1 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 (Exercise 12, pages 18 and 19) and decide whether or not they offer **evidence towards validating the teacher's judgement of WTS**. These two pieces were completed some months apart.
- In this scenario, as you have noted gaps in phonic knowledge and errors with key stage 1 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.






## 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 (Exercise 12, pages 23 and 24) 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. 

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

## 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 on pages 27 to 29 in Exercise 12 and note any evidence that might go towards validating the teacher judgement.

You may wish to record your initial thoughts on the **table** below. 


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



### 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 piece by pupil D, ‘Jaden’, on pages 35 and 36 of Exercise 12, 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. 



**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