



Standards
& Testing
Agency

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

Training Exercise 13: Writing for purpose and audience

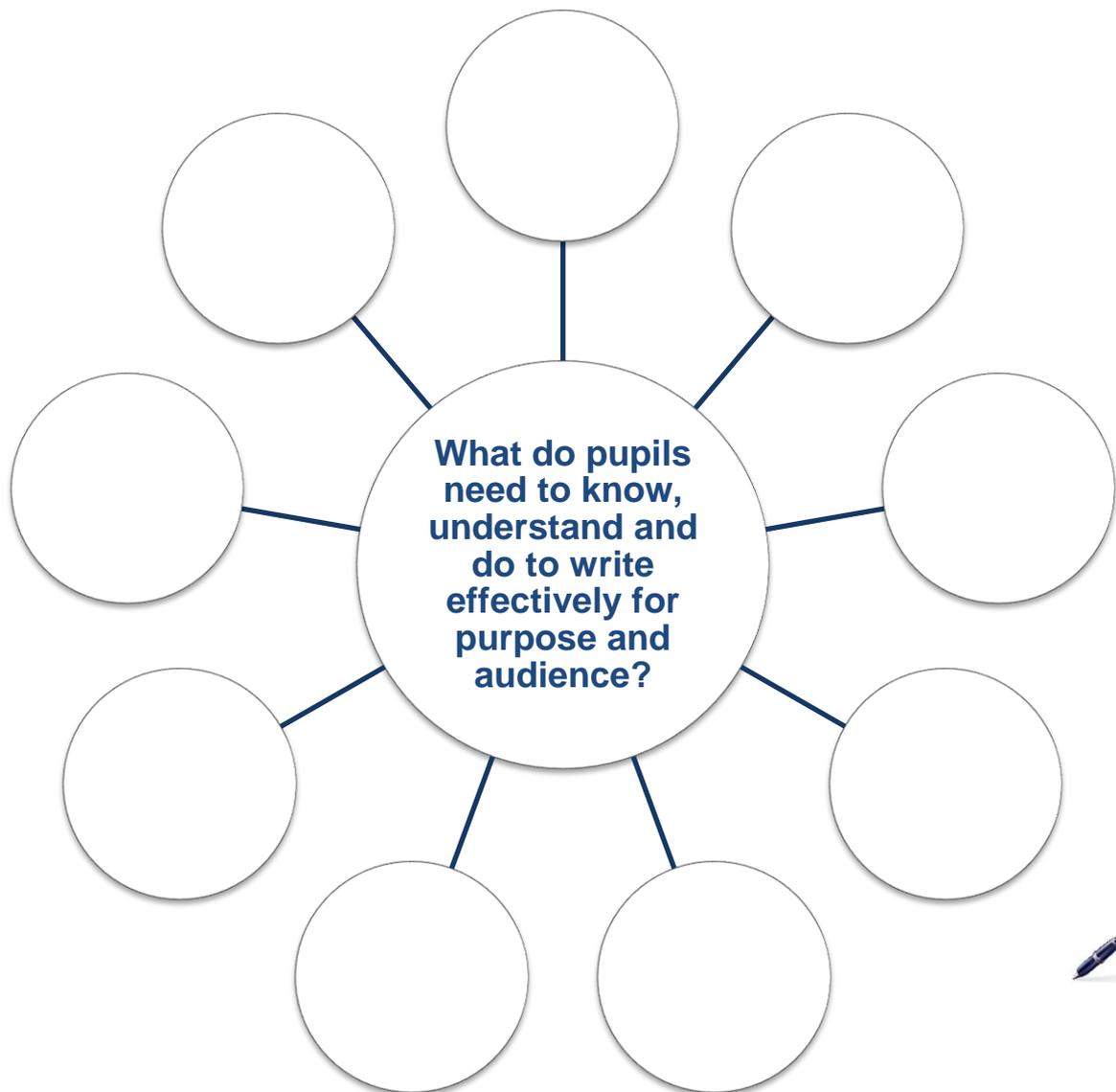
Response document

This document accompanies **key stage 2 training exercise 13**. You can use it to type and save your responses to activities in that exercise.

Activity 1a: Reflecting on the knowledge, understanding and skills which support writing for purpose and audience

- Drawing on your own knowledge and experience, what do pupils need to know, understand and do to write effectively for a range of purposes and audiences?

You may like to record some thoughts on the **diagram below**. 



Activity 1b: Mapping progress in writing for purpose and audience

- Re-read the English programmes of study (POS) for key stage 2 (KS2), noting any references to writing for purpose and audience, and other aspects of learning that might support it.

You can record your findings on the **notepad** below. 



Notepad

- Note any references to writing for purpose and audience, and other aspects of learning that might support it, in the POS for KS2.

Activity 2: Reflecting on the distinction between the framework statements related to writing for purpose and audience

- How would you describe the distinctions between the 3 statements?

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

<p>Working towards the expected standard (WTS)</p> <p>The pupil can write for a range of purposes.</p>	
<p>Working at the expected standard (EXS)</p> <p>The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p>	
<p>Working at greater depth (GDS)</p> <p>The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p>	

Activity 3a: Reflecting on writing tasks – purpose and text type

Consider some of the tasks you have encountered during moderation visits.

- What are some of the common purposes for writing in school?
- What are some of the text types typically selected to meet those purposes?

You may like to note some examples in the speech bubbles **below**. 

Purpose:

Text type(s)



Reflection point:

Pupils writing effectively for purpose will use the conventions of structure, linguistic features and vocabulary typical of the text type selected.

How confident are you in identifying the text and language features characteristic of the text types typically encountered during moderation visits?

Activity 3b: A recount in diary form

Read the short extracts on pages 23 to 25 of Exercise 13 from work by 3 pupils – A, B and C – whose full collections have been awarded, respectively, WTS, EXS and GDS.

- Comment on any evidence towards the 3 ‘pupil can’ statements for writing for purpose and audience in these extracts.

The pupil can write for a range of purposes. (WTS)

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. (EXS)

The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. (GDS)

You may like to note some examples in the table **on the next page.** 

<p>Pupil A, Rowan – collection assessed as WTS</p>	
<p>Pupil B, Asa – collection assessed as EXS</p>	
<p>Pupil C, Kam – collection assessed as GDS</p>	

Activity 3c: A descriptive narrative – opening sequence

Read the extracts on pages 29 to 31 of Exercise 13 from work by pupils – A, B and C – whose full collections have been awarded, respectively, WTS, EXS and GDS.

- Comment on any evidence of the ‘pupil can’ statements for writing for purpose and audience in these extracts.

The pupil can write for a range of purposes. (WTS)

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. (EXS)

The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. (GDS)

You may like to note some examples in the table **on the next page.** 

<p>Pupil A, Rowan – collection assessed as WTS</p>	
<p>Pupil B, Asa - collection assessed as EXS</p>	
<p>Pupil C, Kam - collection assessed as GDS</p>	

Activity 3d: A letter to instruct

Read the extracts on pages 36 to 38 of Exercise 13 from work by pupils – D, E and F – whose full collections have been awarded, respectively, WTS, EXS and GDS.

- Comment on any evidence of the ‘pupil can’ statements for writing for purpose and audience in these extracts.

The pupil can write for a range of purposes. (WTS)

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. (EXS)

The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. (GDS)

You may like to note some examples in the table **on the next page.** 

<p>Pupil D Blair – collection assessed as WTS</p>	
<p>Pupil E Charlie – collection assessed as EXS</p>	
<p>Pupil F Remy – collection assessed as GDS</p>	

Activity 3e: A discursive report – a newspaper article

Read the extracts on pages 42 to 45 of Exercise 13 from work by pupils – G, H and I – whose full collections have been awarded, respectively, WTS, EXS and GDS.

- Comment on any evidence of the ‘pupil can’ statements for writing for purpose and audience in these extracts.

The pupil can write for a range of purposes. (WTS)

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. (EXS)

The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. (GDS)

You may like to note some examples in the table **on the next page.** 

<p>Pupil G Akira – collection assessed as WTS</p>	
<p>Pupil H Jesse – collection assessed as EXS</p>	
<p>Pupil I Tyler – collection assessed as GDS</p>	