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

Training Exercise 14: Identifying and evidencing register and levels of formality at the expected standard (EXS) and working at greater depth (GDS)

Response document

This document accompanies **key stage 2 training exercise 14.** You can use it to type and save your responses to activities in that exercise.

Activity 1a: Reflecting on register in pupil writing

Consider the different kinds of writing that pupils do in the classroom.

What is the audience and purpose of each type of text?

Which features relating to register might you expect to see in each?

You may wish to record your thoughts in the **table** on the next page.

Text type	Audience and purpose	Features relating to register and formality (vocabulary and grammar)
Narrative		
Description		
Diary		
Recount		
Letter		
Non-chronological report		
Instructions		
Balanced argument		
Advert		

Activity 2a: Refreshing your understanding of what Standard English means

Consider what you understand about Standard English.

Read each statement in the **table** and note a brief response.

Statement	True	False	It depends
Standard English is always grammatically correct			
Spoken language is not Standard English			
Standard English means formal language			
Writing should always be in Standard English			

Activity 2b: Identifying register and levels of formality in pupil writing

Look at the examples taken from different kinds of pupil writing.

What is the level of formality?

How is formality or informality constructed?

Is Standard English being used?

You may wish to make notes in the **table** below.

Extract	Formality: High, Medium, Low	Standard English (Yes / No)
1. a persuasive report to parents and school governors Examples of independence are plentiful on camp: packing and unpacking, collecting the correct equipment and tidying your room for room inspections. Since this is what your parents would normally do for you at home, it could be a challenge. Afterall, you would want your own child to be indepen[den]t, would you not?		
2. an informal letter You'll never guess what problems I've had. First of all, my goods was stolen and gone.		
3. a discussion of an issue "Many leading scientists believe that living near a volcano has it's benefits as Geothermal Energy is a cheap way to create electrisity for the community".		
4. a dramatic chase scene "You guys are comin' with me!" boomed the green soilder. "C'mon, run!" screeched Anton		

Reflection point: Are there any issues you have uncovered so far in this training? Are there any points that require clarification, or questions that have been raised? Record them here:

Activity 3a: Evidencing register in pupil writing

Read pieces A and B from Bryce, on pages 19-20 and 24-25 of Exercise 14.

What is the purpose and audience of each piece?

Has an appropriate register been used? How are vocabulary and grammatical forms used to establish register?

You may wish to record your response by **annotating the texts** or using the **notepad** below.

Notepad

Bryce – piece A: a diary entry

What is the purpose and audience of the piece?

Note examples of vocabulary that help to establish register, including levels of formality.

Note examples of grammatical forms that help to establish register, including levels of formality, for example:

- contracted forms in dialogues in narrative
- passive verbs to affect how information is presented
- modal verbs to suggest degrees of possibility

How successful has the pupil been in choosing the appropriate register?

✏️ **Notepad**

Bryce – piece B: a persuasive biography

What is the purpose and audience of the piece?

Note examples of vocabulary that help to establish register, including levels of formality.

Note examples of grammatical forms that help to establish register, including levels of formality, for example:

- contracted forms in dialogues in narrative
- passive verbs to affect how information is presented
- modal verbs to suggest degrees of possibility

How successful has the pupil been in choosing the appropriate register?

Activity 3b: Considering how well register is controlled and maintained

Read pieces A and B from Ash, on pages 29-32 of Exercise 14.

What is the register of each piece? Has an appropriate register been used?

How well is the appropriate register controlled and maintained within each piece?

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

Ash	What is the register of the piece? Has an appropriate register been used?	How well is the appropriate register controlled and maintained within each piece through vocabulary and grammatical features, e.g. use of contractions, different verb forms)?
Piece A: a letter		
Piece B: an incident report		