

Greater Depth Writing

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Key Documents

- **KS2 Teacher Assessment Frameworks**

[Teacher assessment frameworks at the end of key stage 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- **KS2 Teacher Exemplification Materials**

- Dani WTS
- Morgan EXS
- Leigh EXS
- Frankie GDS

[Teacher assessment exemplification: KS2 English writing - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- **Archived KS2 Standardisation Exercises**

[Year Six Assessment - Learn Together \(cambsllearntogether.co.uk\)](https://cambsllearntogether.co.uk)

KS2 Assessment and Reporting Arrangements

[2024 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- **KS2 Teacher Assessment Guidance**

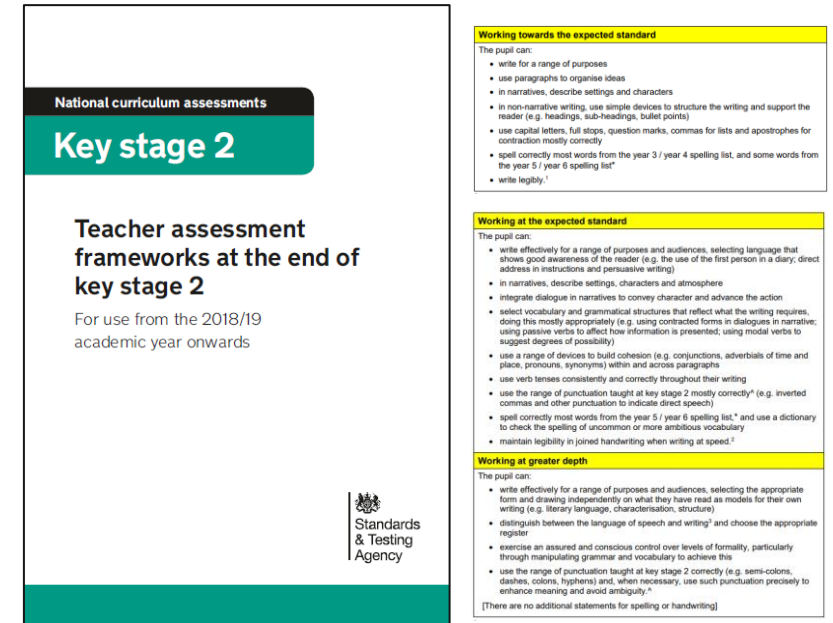
[Key stage 2 teacher assessment guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- **Teacher Assessment Materials**

<https://www.primaryassessmentgateway.education.gov.uk>

- **‘Getting Success Criteria Right for Independent Writing’**

[Guidance for the use of Success Criteria for Independent Writing 2023 \(cambsllearntogether.co.uk\)](https://cambsllearntogether.co.uk)



Working at greater depth

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 (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

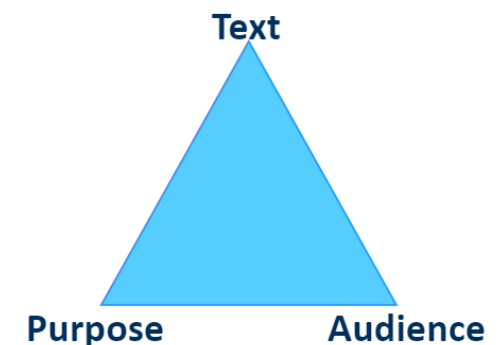
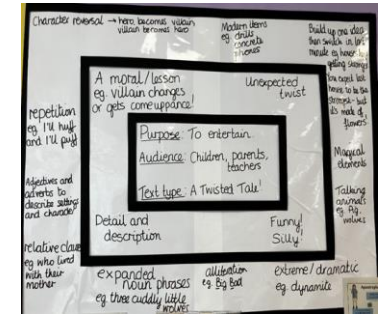
[There are no additional statements for spelling or handwriting]

Achieving this higher standard is difficult, and it is typically only awarded to a small percentage of pupils. For example, in the academic year 2022 to 2023 only 13% of pupils attained GDS at the end of year 6 and it is not unusual for a cohort to have no GDS writers.

Standards and Testing Agency, 2023: Training exercise 15

1. 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 (e.g. literary language, characterisation, structure)

- Agency and choice – providing pupils with opportunities to independently draw on their own reading
- High quality texts
- Grammar as choice ('I'm going to use this tool because it will have this effect on the reader')
- Purpose, Audience, Text model or Expanded Success Criteria; Reading as a Writer, Writing as a Reader
- Editing and improving



2. Distinguish between the language of speech and writing and choose the appropriate register

3. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Register describes varieties of spoken or written language tied to particular audiences, purposes and contexts. Variation between registers can usually be recognised through specific vocabulary and uses of grammar.

The **relationship** between the writer and reader determines the level of formality used.

Example – letter of complaint to a company where the recipient is not personally known to the writer
PURPOSE AUDIENCE

'To whom it may concern'	Generalised form of address - vocabulary	Audience - the writer doesn't know the recipient.
'the damage was caused by' 'it is clear that'	Passive and impersonal constructions - grammar	Purpose and audience - the writer wants to focus on the matter to be addressed. It also reflects 'distance' between writer and reader.
'faulty wiring' 'overheating'	Specialised/context-specific vocabulary	Purpose - letter of complaint.
'I would like' 'must be refunded'	Modal verbs to express wishes or obligations - grammar	Purpose - letter of complaint.

Things to consider:

- Are a range of text-types and story-genres being taught?

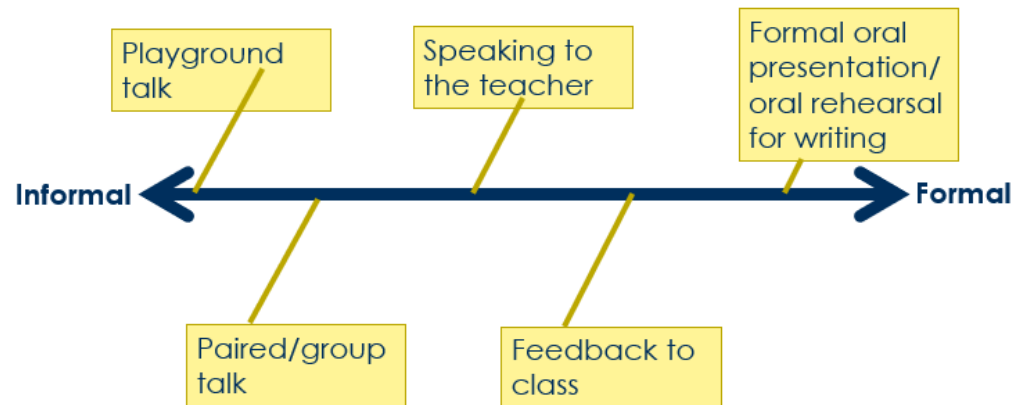
Formal, semi-formal and informal pieces.

- Are children given opportunities to write for different purposes and to different audiences?

Make sure children understand the relationship between reader and writer.

- Are teachers providing children with opportunities to speak and write in role?

A continuum of classroom talk

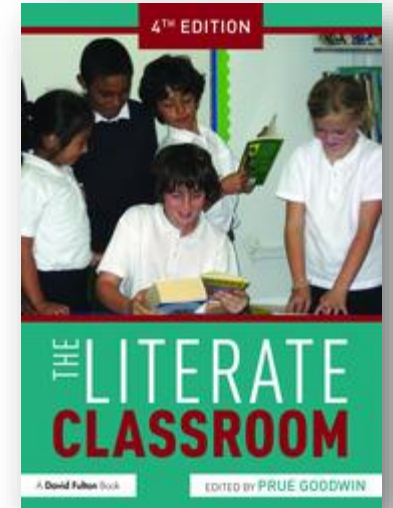


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Opening the wardrobe of voices



Michael Lockward



How to survive primary school

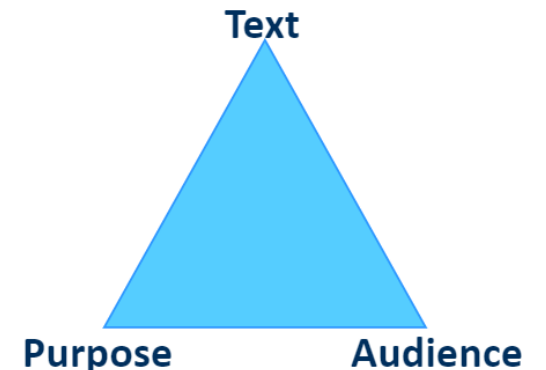
Within a person's lifetime, nine years are spent in primary school. This period of time is the first stage of a child's education, designed to equip them with the necessary basics in reading, writing and mathematics so that they may go on into high school to hone their skills before seeking higher education or an apprenticeship. The curriculum advances through stages from learning the fundamentals through play, into more formalised activities sat at tables and chairs. Primary school is split into three key stages with the later two culminating in examinations to distinguish the progress each child has made. The final year of primary school is the most crucial and it can bear influence on a child's success at high school. This guide is written with children about to experience year 6 in mind, providing insight and advice to their parents, enabling them to guide their child to ensure their final year is a fruitful one.



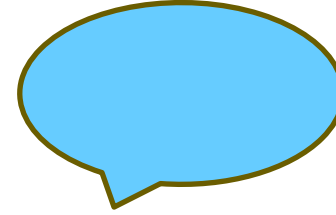
Cambridgeshire
County Council

4. Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

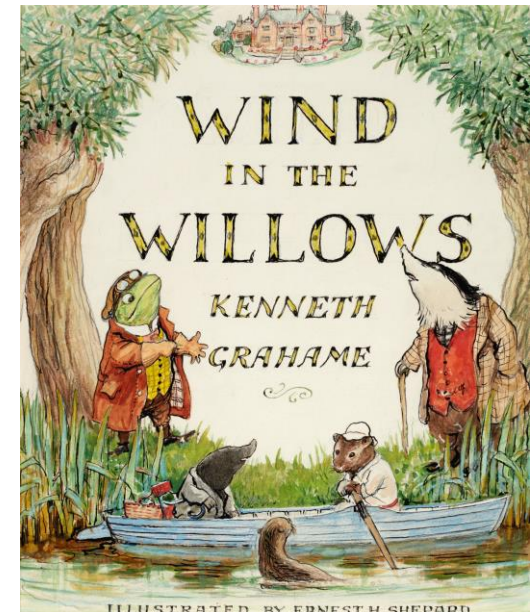
- Teacher subject knowledge
- There's no such thing as 'GDS punctuation'!
- High quality texts as models
- Explore during reading lessons – discuss choices writers make and the impact these have on the reader
- Grammar for effect and constructing meaning: '...opening a repertoire of possibilities' *Debra Myhill*
- Focused editing and improving
- Consistency across the collection – not odd bits; cohesion and sense must be maintained



Why has the author chosen to use X?
What other choices were available?
What is the impact/effect?



He quickened his pace, telling himself cheerfully not to begin imagining things, or there would be simply no end to it. He passed another hole, and another, and another; and then – yes! – no! – yes! certainly a little narrow face, with hard eyes, had flashed up for an instant from a hole, and was gone.



Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded - as part of external moderation, local authority moderators can discuss where they find modelled or scaffold writing, and they may ask for further examples of pupil work to support the standard and judgement
- copied or paraphrased, including producing work that demonstrates an over-reliance on a model text
- edited or re-written because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text. If the electronic aid is turned off, for example spell check in a word programme, this would be considered independent
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

Schools that subscribe to writing schemes or frameworks should ensure that pupils are given enough opportunities to produce independent pieces of writing in line with the guidance above. Also, schools should ensure that they are able to provide evidence that writing is independent and fulfils ‘pupil can’ statements.

KS2 Teacher Assessment Guidance

A Whole-School Approach

GDS writers may be children who are able to:

- Read with a writer's eye, noticing the effects a writer creates and asking how they achieved it.
- Master handwriting and spelling – these skills need to be automatic so that children are not too preoccupied with them to concentrate on composition.
- Know what they want to say – pupils need reasons to write, and suitable content to write about.
- Internalise the different stages of the writing process: planning, drafting and editing and proof-reading their work
- Write with a reader's eye, constantly re-reading work to check that it makes sense and that the message is effectively conveyed.
- Know how different sorts of texts are structured, so that, over time, they can create their own structures appropriate to audience and purpose
- Have a feeling for grammar, varying and controlling sentence structure with ease, in order to create different language effects.
- Are capable of writing at length while maintaining a sense of audience, purpose and organisation

Support and Training

- **Bespoke support**
 - School/cluster training
- **Courses**
 - Supporting the Teacher Assessment of Writing in Non-Statutory Year Groups (Year 1 27th November; Year 3/4 4th December; Year 5 5th December)
 - Assessing Writing in Year 6 (15th/16th/18th January)
 - Supporting Teacher Assessment at the End of KS1: Keeping on Track (26th /27th/28th February)
 - Supporting Teacher Assessment at the End of KS1: Moderation Workshops (25th /26th June)

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