

**2017 national moderator training   
Pupil X - working at the expected standard**

This collection includes the following pieces:

A) an information leaflet   
B) a letter  
C) a short story  
D) a recount  
E) a newspaper report.

These pieces are representative of a broader range of writing seen during the moderation visit.

**All of the statements for ‘working towards the expected standard’ are met. Partial evidence for ‘working at the expected standard’ is provided below.**

**Supporting commentary**

The pupil can write for a range of purposes and audiences (including writing a short story):

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| * creating atmosphere, and integrating dialogue to convey character and advance the action: * **Piece C** (short story): The atmospheric opening (*It all began on a misty winters day…*) conveys an immediate sense of mystery which threads through the narrative (*The moon flickered like a torch…A seat was empty…a muffling sound…Darkness was being whispered in*). The visitors, introduced one by one, are identified only by key snippets of information (*specialising in martial arts; a manipulative politician…people fear her; charasmatic…a good way of making money…terrible mistakes*), leaving the reader intrigued as to why they might have been invited. Dialogue is used for a range of purposes: as the guests assemble for dinner, it contrasts the enthusiasm of the host (*“Welcome to my glorious banquet…”*) with the unresponsiveness of the invitees, whilst in subsequent paragraphs it advances the action, conveying White’s movements and prying nature (“*May I just nip to the lavatory?*” … *“Is everything ok, Green?”*); revealing the theft (*“Which…idiot would steal…”*); and identifying the culprit (*“We know who did it…”*). Its use to convey character is also evidenced in Lord Pickle’s flippant attitude towards his guests, humorously captured in his final words: *“Anyone fancy cake?”* |

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| * selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly: * **Piece A** (information leaflet): The semi-formal style of this leaflet is mostly maintained. The somewhat peremptory direct address to the reader (*you need to know…You need one of these…you must know how*); statements that give factual information or advice (*Gas masks protect you from poison*…*You have to carry it everywhere…*); and some subject-specific vocabulary (*black rubber, vacuum, filter, empty compartment*) support its educational purpose, albeit with occasional slippage (*really hot and sweaty*). |
| * using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs: * **Piece D** (recount): A logical sequence of the day is established through the use of fronted adverbials (*Firstly...After…Later…Finally…After all that effort*), whilst subject reference chains, including pronouns, support cohesion within and across sentences (*Alex...the first one…he…him; pond dipping…nets…it… water*). |
| * using passive and modal verbs mostly appropriately:   + *The second guest was known as White…* [C](agent withheld – creates an air of mystery)   + *Darkness was being whispered in…* [C] (agent withheld – creates atmosphere] * *“May I just nip to the lavatory?”* [C](modal supports polite request) * *“Which…idiot would steal my most prized possesion…”* [C] (modal emphasises disbelief) |

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| * using a wide range of clause structures, sometimes varying their position within the sentence: * **Piece B** (letter): A range of clause structures supports the emotive and persuasive purpose of the piece, for example subordination (*…which took quite a while…because I want you to escape…Although I found it easy…As it slowly rolls…while you are stuck all alone*); co-ordination (*or you might die…and legit*); imperative (*Please come*); interrogatives (*Do you want me…?*). |
| * using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision: * **Piece E** (newspaper report): Adverbs qualify (*he apparently…heavily guarded…almost just let him…now he is free*); preposition phrases qualify and add detail (*Despite the boy being ten…over the curb…like a hawk…round the back of the workhouse…during the event*); expanded noun phrases add detail (*a boy from a local workhouse…this disgraceful event…a local cart-driver*). |
| * using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens: * *Mrs Harris (the woman there) almost just let him run away.* [E] * *Jim, who was the runaway, made it to the farm…* [E] * *Here is what the head said: “When I heard I was furious! ...”* [E] |
| * spelling most words correctly\* (years 5 and 6):   Most words are spelt correctly: despite some errors, particularly in a few *–ly* adverbs (*extremly, immediatly*), there is sufficient evidence of correct spelling and application of the *–ly* suffix, to meet the expected standard.  The words below are in the NC year 5 and 6 word list, contain year 5 and 6 spelling rules and patterns, or are more complex homophones.   * *though, bomb* [A] * *rough, trough, Although* [B] * *received, specialising, guest, through, awkwardly, Whose, irresponsible, shoulder,* [C] * *ghost* [D] * *apparently, sources* [E] |
| * maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters:   Across the collection, handwriting is fluent, legible and appropriately joined. |