**Script for table leads (TL)**

**A.M. session**

**1. Table discussion (up to 10 minutes allocated)**

* What type of vocabulary and grammatical structures are indicators of formality?
* What type of vocabulary and grammatical structures are indicators of informality?

TL: *In pairs, take 2 minutes to discuss what some of these indicators might be.*

Do not take feedback. Distribute the handout – one per participant.

TL: *This handout is to support moderators so that they are aware of possible evidence when moderating writing: it is not what teachers are required to teach.*

*Please take 5 minutes to read the handout. Then, in your pairs, discuss the examples. On post-it notes, log any terminology that needs clarification.*

**2. Table activity (approximately 60 minutes allocated)**

Reiterate the presenter’s notes:

* For the purpose of this activity, we will be looking at single pieces of writing rather than collections.
* All of these pieces are taken from collections that were judged to be greater depth. Some provide evidence for the statement *managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures* whilst others don’t.
* We are not making judgements about standards.
* We are not looking for evidence of other greater depth statements.

Distribute the context sheet. (Do not give out the commentaries until the end of the activity.)

TL: *This handout provides contextual information for each piece of writing we are going to look at. Please take a minute to read it through.*

Distribute the two pupil scripts: 4.The Pie and 6.The Creation of the Chelegonaffe.

TL: *These scripts are both narratives. One of them provides evidence for the statement whilst the other doesn’t. Please take 5 minutes to individually read the two narratives.*

Once they have done this, the TL should read out the commentaries for these two scripts.

(10 minutes total)

Distribute the two pupil scripts: 5.London Trip and 7.Beecher Woods.

TL: *These scripts are both leaflets. One of them provides evidence for the statement whilst the other doesn’t. Remember that to meet the statement, shifts in levels of formality must be managed: they cannot be simply random. I would like you to read and discuss the two scripts in pairs.*

Once they have done this, the TL should read out the commentaries for these two scripts.

(15 minutes total)

Distribute the two pupil scripts: 1.Palm Oil and 2.Pig Palaver.

TL: *One of these scripts is a letter and one is a newspaper report. I would like you to read and discuss both scripts in pairs, and then consider whether there is evidence for the statement in one, or both, or neither of these two scripts.*

Once they have done this, the TL should read out the commentaries for these two scripts.

(15 minutes total)

Distribute the final script: 3.Billy’s Story.

TL: *If you look at the context sheet, it explains that a letter and a single diary entry formed part of the story prompt: these are included on page 3, but are not assessed. On your own, take a few minutes to read through the pupil script.*

Once they have done this, the TL should read out the commentary for this script.

(10 minutes total)

Distribute the complete set of commentaries – one set per participant.

TL: *This is the full set of commentaries. You will be able to take away the context sheet, the pupils’ scripts and the commentaries to support you in undertaking the standardisation exercise.*

**P.M. session**

**3. Table activity (approximately 75 minutes allocated)**

Distribute the context sheet, the set of pupil scripts and the partially populated commentary.

TL: *Please note the wording at the top of the commentary:* *All of the statements for ‘working towards the expected standard’ are met. Partial evidence for ‘working at the expected standard’ is provided below.*

*Please read the materials individually. You should read the context sheet and then the pupil scripts. Once you have read these, look at the partially populated commentary and consider the evidence provided for each statement.*

*You have 15 minutes for this task.*

(Allow participants 15 minutes for this.)

TL: *Now work in pairs to complete the task as specified on the PPT slide. You have 30 minutes for this activity.*

(Stagger the starting point for each pair.)

After 30 minutes, the TL should give out the completed commentaries.

TL: *This is the full commentary for the collection. I am going to give you 15 minutes to read it. You might find it helpful to compare it with the evidence you have found, and to refer back to the examples in the pupil scripts. Please log on post-it notes any aspects of the commentary that you think require further clarification.*

(Allow participants 15 minutes for this.)

TL: *I am going to ask each pair to give some feedback on the statement they started with. As time is tight, could I suggest that you comment on only one pupil script? Consider how your comments and examples correspond to those in the exemplified commentary.*

(Take feedback from each pair, one statement at a time, starting with the first statement.)