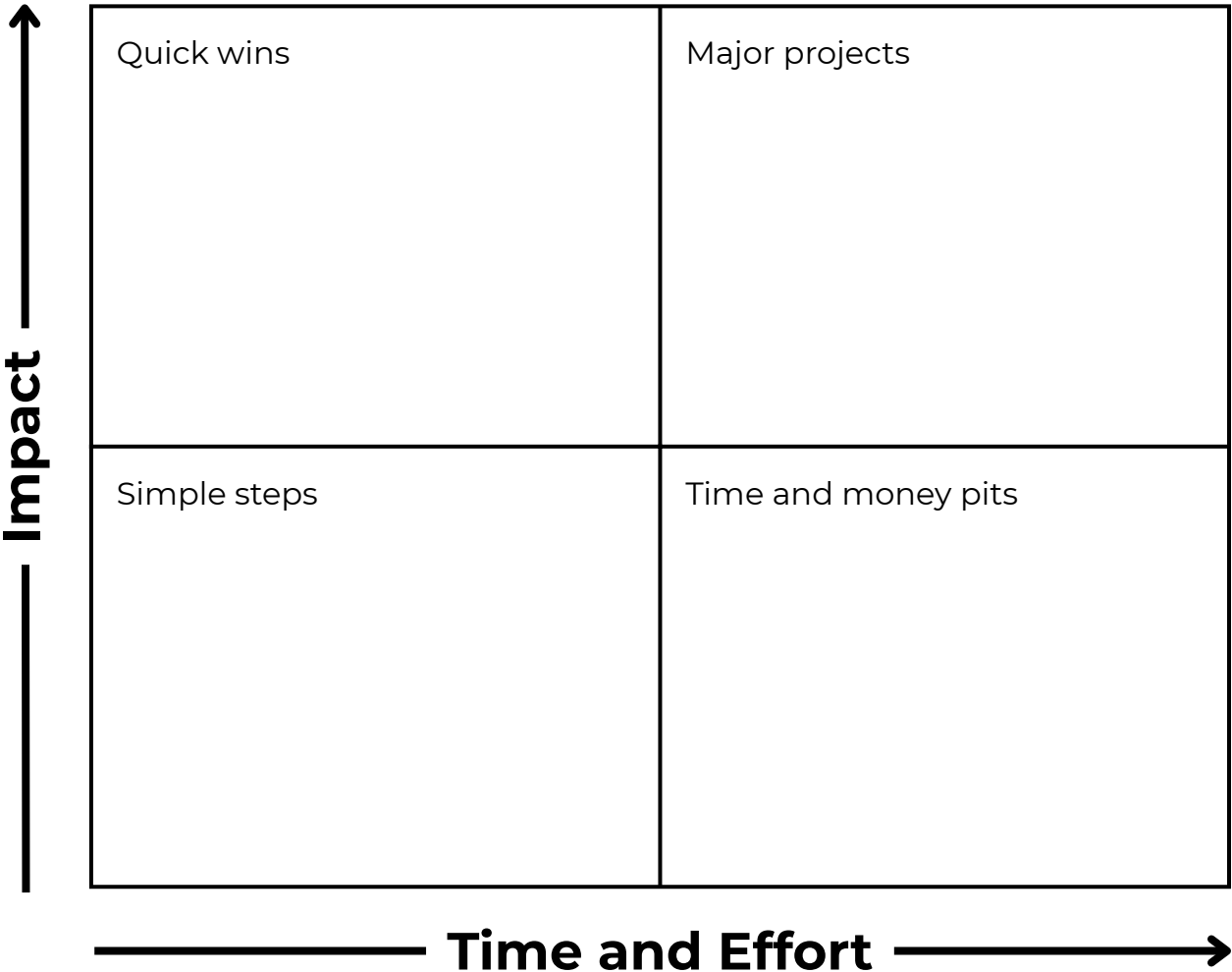


# Moderation Sample Pack

# Ways Forward



# How to use this pack

The following page contain an example lesson plan and learning journey of a year 2 pupil. The learning journey is not designed to be a perfect model and it is deliberately designed to have strengths and weaknesses. As your journey progresses, you should use actual work from your school, but this pack allows you to practice planning scrutiny and moderation without making a teacher feel that their own work is being judged. The following are two suggested activities that can be undertaken using the example learning journey. The Write Path Cymru Planning and Assessment books should be used to scrutinise the planning and pupil work.

## Activity 1: Learning Journey Scrutiny

The assessment pack is not only for judging a final piece of writing. It can also be used to scrutinise a pupil's full learning journey to see whether the teaching has been effective and whether it reflects the three principles of The Write Path.

When carrying out a scrutiny, look across several days of work – Word Day, Sentence Day, Analyse a Model, Read and Respond, and the final Writing Day. Ask:

- Has the teacher followed a structured journey that pupils can clearly recognise? Are the planning sheets and activities building towards the final piece?
- Is there evidence of writing, writing, writing across the week? Have pupils had the chance to practise sentences, expand noun phrases, or draft paragraphs every day, not just produce a final outcome?
- Does every lesson count? Can you see how each step has contributed directly to the quality of the final piece?

## Activity 2: Practising Assessment and Giving Feedback

The pack also supports teachers to assess a single piece of writing in depth and use the outcomes to guide both teaching and pupil progress.

During training or moderation, staff can use the example learning journey and final piece provided. Working through the assessment mat together, highlight the features the pupil has demonstrated (e.g. expanded noun phrases, logical order, adverbials) and note the features not yet secure.

The next step is to translate these observations into feedback:

- What should they try next time? For example, "They used great describing words for the cliffs. Next time, try they could try adding a simile to make their description even stronger." Are they working towards, on track or exceeding year 2 statements?

By practising this process together, staff build confidence not only in making accurate judgements but also in using assessment as a tool for learning. The focus is always on progress – identifying strengths to celebrate and pinpointing practical next steps for both pupil and teacher.

# WRITING PLANNING

Group: \_\_\_\_\_ Year 2

Date: \_\_\_\_\_ 2nd September 2025

Objective: \_\_\_\_\_ describe Tum Island so that someone who has never been there can imagine what it looks and feels like."

| Audience                                                                                                                                                                                            | Purpose                                                                                                                                                                                | Genre                                                                                                                                                                  | Form                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| A friend in my class                                                                                                                                                                                | To help them imagine the island                                                                                                                                                        | Descriptive                                                                                                                                                            | Short story                                               |
| Hook                                                                                                                                                                                                | Analyse a model                                                                                                                                                                        | Sentences                                                                                                                                                              | Words                                                     |
| Use junk materials, build the Island of Tum in groups. Encourage them to talk to their group about what is on the island. Take photos of the islands for use as a stimulus for the writing journey. | Look at a model description and talk about adverbials of place and time. Recap prepositions from the previous learning journey. Identify the adverbials and prepositions in the model. | Look at an example substitution table and how to use it. Give some examples that don't work and discuss why. Use the substitution table to create their own sentences. | Carousel of activities to learn the topic spelling words. |

| Planning (art lesson)                                                                                                                               | Response (oracy)                                                                                                                                           | Writing             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| In the art lesson, use the watercolour techniques to paint their island. Give the pupils a list of features that they must include on their island. | Put several adverbials on the board and put an example picture. Practice using the adverbials on the literacy board to describe their island to a partner. | Independent writing |

Adverbials of place

on top of  
the island middle  
of the sea

Adverbials of time

Some crops grow  
lots of rain

Prepositions

in on in  
middle

### The Island of Tum

The island of Tum is far away in the middle of the sea.

Grey cliffs stand like guards on the top of the island. The snowy mountain is in the centre and it is very hard to climb because the rocks are sharp.

Dark green trees grow close together and make the ground dark. Along the edge of the water, the cliffs are falling into the sea.

The island gets lots of rain and snow in the winter. Some crops grow but the people also hunt fish in the summer.

Draw the island below. Choose one of the adverbials and use it in your own sentence.



the bird is on top of the island

| Noun Phrases          | Verbs     | Adverbials                      |
|-----------------------|-----------|---------------------------------|
| The tall, grey cliff  | stands    | by the sea                      |
| The dark green forest | stretches | into the distance               |
| A sharp rock          | rises     | because the waves crash on them |
| The snowy mountain    | reaches   | towards the sky                 |
| The noisy dock        | is        | on the golden sand              |
| The cold sand         | sits      | like winter never ends          |

the tall grey cliff stands by the sea

the dark green forest rises like winter never ends

the cold sand stands by the sea

the snowy mountain reaches towards the sky

a sharp rock rises like winter

## Success Criteria

- I can use adjectives to make my nouns more interesting
- I can write expanded noun phrases with more than one describing word.
- I can put my ideas in a clear order
- I can use joining words like and or because to add extra detail.
- I can use adverbials to show when or where something happens
- I can start each sentence with a capital letter and end with a full stop.
- I can use capital letters for special names

the cliff is tall the sand is hot the  
mountain is big the sand is hot the forest  
is green the dock is on the sea

## Activity 1: Learning Journey Scrutiny

- Has the teacher followed a structured journey that pupils can clearly recognise? Are the planning sheets and activities building towards the final piece?
- Is there evidence of writing, writing, writing across the week? Have pupils had the chance to practise sentences, expand noun phrases, or draft paragraphs every day, not just produce a final outcome?
- Does every lesson count? Can you see how each step has contributed directly to the quality of the final piece?

| Strengths | Ways Forward |
|-----------|--------------|
|           |              |

## Activity 2: Practising Assessment and Giving Feedback

Which features, grammatical skills and spelling and punctuation have they used independently. Look carefully at the learning journey and the final piece of work.

Stage:

| Strengths | Ways Forward |
|-----------|--------------|
|           |              |

### Agreed Follow Up Actions

This may be implications for CPD, support between moderators or sharing good practice across schools.