

# KS2 Pre-Key Stage Standards Moderation Exemplification Book Sample Pages

**F – Lines with meaning**



**Transcription**  
The pupil can:

- draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).

The child has responded to a still image of London in World War II and has attempted to write their own description with lines and shapes that resemble many different letters. While this shows a growing awareness of letters and an attempt with formation, control still requires development and further security. It does, though, show the child's progress within the transcriptional elements of standard 1.

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**E – Copying words**

**The outbreak of the Second World War**

Task A: How was Britain involved in the start of WWII?  
Label the map with how each of these countries were involved in the start of WWII.



**Transcription**  
The pupil can:

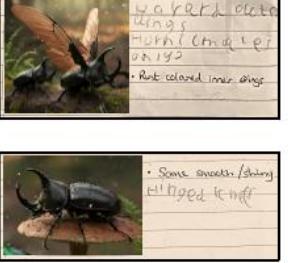
- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

In the above example, taken from an Oak Academy resource, the children learnt how different countries became involved in the start of World War II. Before the child wrote the names of the countries Britain and Poland, the initial and end sounds for each country were discussed. Using a sound mat, the child correctly pointed to b and n for Britain, and p and d for Poland. Using the word bank, the child then copied each country's name. This was to reduce cognitive load so that attention could be focused on letter formation. Most letters are correctly formed and orientated, showing progress within this standard for the child.

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**C – Beetle facts**

**Why this evidence meets standard 3**

**Composition**  
The pupil can:

- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
- write a caption or short phrase using the graphemes that they already know.

After reading *Beetle Boy* by M. G. Leonard, the children were asked to write an information text about beetles. Pictorial scaffolds were provided for this child, who was asked to create their own clauses and phrases based on their knowledge of the creature. Examples include some have markings, hinged knee, or fine short hair. Although the child was supported to spell most words, initial and ending sounds were discussed as they wrote the above phrases and clauses.

**Transcription**  
The pupil can:

- form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading.

Most of the 20+ lower-case letters used in the example above are increasingly well formed. Across the collection, further evidence is required to ensure the child's letter formation is clearer and more consistent, particularly for the following letters: e, a, r, and m. As the child moves into the later pre-key stage standards, further work will be needed to ensure that relative spacing and sizing becomes more controlled, especially as the child's stamina for writing increases.

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B – Fact sentences

Egypt is fun.  
It's about Egypt.  
Egypt is hot (hot).  
It's hot when it's hot.  
The river Nile is in Egypt.  
Language is Arabic.



Why this evidence meets standard 4

Composition

The pupil can:

- make up their own sentences and say them aloud, after discussion with the teacher
- write down one of the sentences that they have rehearsed.

In history, the children created a simple information text about Egypt. After discussing their ideas, the children orally composed their own sentences and attempted to write down what they had rehearsed. While some transcribed sentences matched how they were orally composed – for example, Egypt is hot, others contained missing elements such as determiners (The) language is Arabic or prepositions The River Nile is (in) Egypt.

Transcription

The pupil can:

- identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog)
- spell a few common exception words (e.g. I, the, he, said, off).

The child can use their phonics knowledge to spell words containing consonant clusters, wind and simple digraphs, about, with phonetically plausible attempts evident for polysyllabic words such as happen (happen). There is also evidence that a few common exception words are spelt correctly, including all and the. While some lower-case letters are formed correctly, further work is needed to secure the formation of most letters – particularly d, r, n, t, and g – and to ensure that capital letters are not being confused with lower-case letters, as in The language is Arabic.



D – Narrative

Alma was a littl girl. she wore a coat and hat. snow, is faling from the sky Alma laffed and skipt down the street Her cheek's was very red. she saw a wall with lots of names rit on Alma rit her name on the wall suddenly she heard a creaky sound. she turned around. she saw a doll and it lookt like alma she tryed to opun the door it opuned on it own and Alma whent inside. the shop had lot's of doll's and one lookl like Alma and she whent to touch it and a bike started going round the shop and Alma looked for the doll and cud not find it she lookt up and sor it on the high shelf and she climed to reach it Alma felt difrent. and she was the doll and she was on stuc on the shelf wiv brite dol eys.

Why this evidence meets standard 5

Composition

The pupil can:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops.

After watching the short film Alma by Rodrigo Blaas, the children were asked to write a retelling in their own words. In the piece above, the child has successfully created a short narrative with a clear sequence of events. The narrative has a beginning, middle and end structure, with ideas flowing from one event to the next. The child has also attempted to include some interesting details to build suspense and atmosphere for the reader, albeit in a simple form – for example, she heard a creaky sound. The child has demonstrated good use of the past tense throughout most of the narrative, although there are some errors with was/were and the past-tense form of write. Although not yet consistent, there is sufficient evidence of some sentences being demarcated with capital letters and full stops.



C – Explanation text

Lo: to publish an explation of hurricanes.

Hurricanes are large rotating storms that can cause much destruction. Hurricanes have high speed winds. They form over tropical areas. Are hurricanes really that dangerous? yes! they can cause serious destruction. Hurricane form in tropical areas. They happen when warm moist air rises then it is replaced by colder air. This makes huge storm clouds form when the clouds rotate with the earth spin a hurricane is formed. Hurricanes are dangerous because they can cause huge amounts of damage. Hurricanes are dangerous! Hurricanes can cause lots of chaos and can start flooding. Hurricanes have fast wind that could blow a person over.

Did you know. Eye wall is the most dangerous part of a hurricane?

Why this evidence meets standard 6

Composition

The pupil can:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

After learning about extreme weather, the children were asked to write an explanation text about hurricanes. The child has written about a real event, explaining the formation and effects of hurricanes. They have used some question marks correctly and have attempted to structure their explanation with factual information. There is some repetition, however, which could be addressed through better planning or editing. Conjunctions have been used to join clauses, and while most tense choices are correct, further practise with tense consistency would benefit them, as there are some shifts between the present and past tense. Most sentences are demarcated accurately with capital letters and full stops.