

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	BB
Practitioner Code	BB2
Curriculum Area(s)	Literacy & Expressive Arts
Level	Early
Stage(s)	Nursery

Experiences and Outcomes:

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT O-09b/0-31a

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a

Learning Intentions:

We are learning to explore events and characters in stories and to invent our own.

We are learning to use our voices, movement and expression in role play and drama.

Success Criteria:

- I can talk about the characters in a story.
- I can retell a story to others.
- I can make up a story of my own.
- I can say my character's words.
- I can work with my friends to act out a story.
- I can move my body to show my character's actions.
- I can use my actions to show whether my character is happy, sad, angry or scared.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Role play: Dressing up clothes in role play area, allowing opportunities for re-enacting familiar stories and creating their own stories in small groups.

Make believe stories: Children are given the opportunity to tell their own story which an adult scribes for them. In a small group they act out their story with their peers and support of an adult.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say: Retelling stories; talking about events and characters in stories; saying character's words.

Say / Write: Scribed make believe stories.

Do: Performing the actions of the characters;

Practitioner Moderation Template

Learner Evidence

Did the learner successfully attain the outcomes? YES/NO

Yes.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Please see evidence for oral feedback on progress.

Next steps would be to invent her own characters and add detail to her stories.

Pupil Voice:

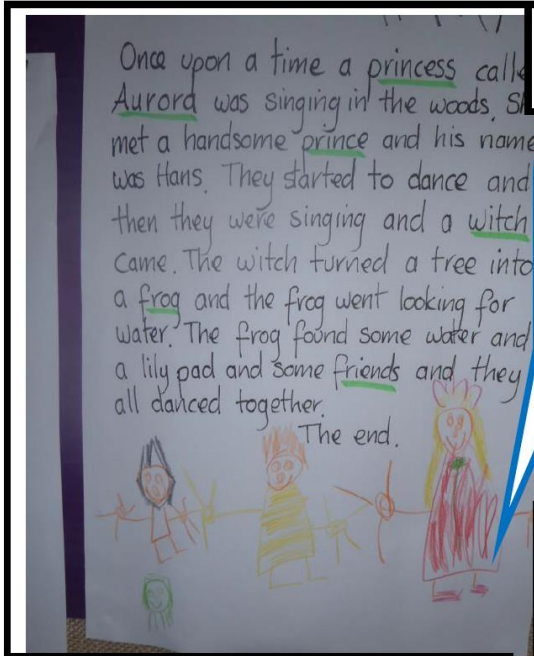
What have you learned? How did you learn? What skills have you developed?

Please see evidence

Learner Evidence

My Learning

November -



E can create her own story based on her previous experience.

Feedback included: How could you start your story? That's an interesting thing to happen in your story. What happens next? Is this how your story finishes or is there anything else you would like to say? You have included the characters Aurora, the Prince, the Witch, the Frog and some friends - Which would you like to play?

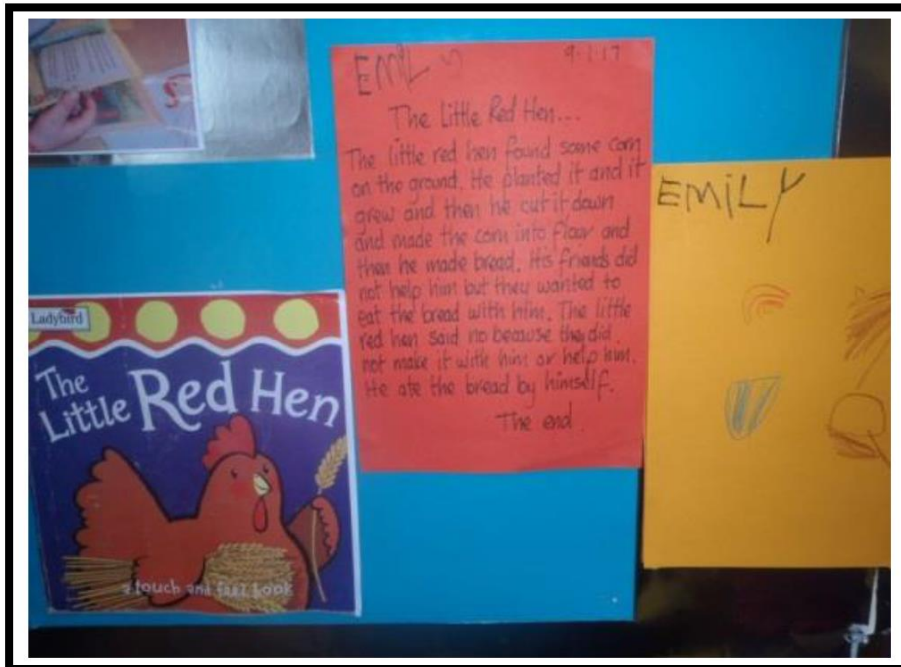
E can work with her friends to act out a story, as the adult retold the story she had invented. She confidently used her body movements and facial expressions to demonstrate that she was happy when dancing. E clearly spoke to the Prince when prompted.



Feedback included: You have chosen the character of Aurora. You look happy dancing with your friends. Well done for acting out your story with your friends

Pupil voice: I have learned to use my imagination to tell a story. I was good at acting out my story. I was really proud to be Aurora. Next time I could be the Witch and W can be the Prince in my story. Next time Aurora and the Prince will get married and have a big party.

Retelling a story



After listening to a familiar tale, E confidently retold the story for an adult to scribe, using her own words. Whilst listening to stories E joins discussions about the characters and events.

Feedback included: How is the Little Red Hen feeling? How does the story begin? You have remembered all the things that happen in the story. You know that corn makes flour, which you need to make bread.

Pupil voice: The Little Red Hen felt lonely because his friends would not help. They were not kind. I would always help my friends and I'm good at sharing with them. I know lots of stories and my favourite is *The Smartest Giant in Town* - and he help all his friends in the story, that's why he's kind.