

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

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	BB3
Curriculum Area(s)	Literacy & Expressive Arts
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

**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 0-09b

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 share stories with others and create our own to share.

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

**Success Criteria:**

- I can retell a story I have heard
- I can talk about the characters and events in a story
- I can invent my own story
- I can say my character's words
- I can use my actions to show that I am happy, sad, angry, scared..
- I can work with my friends to act out a story

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

Retelling familiar tales

A small group of children act out a familiar story taking on the different characters, with support as necessary to narrate the story.

Inventing stories

Adult scribes as child tells a story, either from their imagination or using a drawing or prop as a prompt.

## Practitioner Moderation Template

## Learner Evidence

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 and creating a story; saying his character's words; talking about the characters and events in a story

Say/Write -telling a story for an adult to scribe

Do - acting a character

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.

Oral feedback was given throughout the activities, for example "I like the way you use your angry voice." "That's a good reason why the wolf might be hungry." "You remember everything that happened in the story." "I like the way you made up a story about the model you made."

"Your story has a good ending."

Next steps:

- It was suggested to J that he could narrate/tell the story for his friends while they act it out or use the puppets.
- J could act out his own invented (Make Believe) story with a small group of his friends with adult direction.

**Pupil Voice:**

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

"I was good at being the wolf. I had an angry voice. I like acting out the stories."

"I can make up stories. Stories start with 'Once upon a time'."

## Learner Evidence

### Retelling familiar tales

- I can retell a story I have heard
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- I can say my character's words
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The wolf was angry 'cos he was hungry and he wanted to eat the pig. You get bacon from pigs.



I'll huff and I'll puff and I'll blow your house down.

J confidently helped a small group to retell the story of the Three Little Pigs using puppet and by acting. He was able to say what event came next in the story and talk about how the characters were feeling. J could say his character's words with confidence. He used both actions and facial expression to demonstrate emotions.

Inventing Stories

- I can invent my own story



"Once upon a time there was RBD2. He was sleeping and then he woke up and saw Santa. Said, 'Would you like to come to the North Pole with me?' RBD2 said, 'Yes please.' Santa helped him to fly to the North Pole with his magic, and he turned into an elf. His name was Chip. And then he turned into a presents-wrapping Player. It makes games of Transformers in the skies."

J was encouraged to write a story about the character he had built. He is developing an awareness of the structure of a story and gave his story a beginning, middle and an end. He was confident in adding details to his story without prompting.