

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	
Practitioner Code	C1
Curriculum Area(s)	Literacy, Science
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	

Experiences and Outcomes:

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.
LIT 0-01c

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.
LIT 0-07a

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.
SCN 0-07a

Learning Intentions:

- To describe a character in a story.
- To use questions to develop an understanding of a story.
- To recognise a simple force and its effect.

Success Criteria:

- I can choose adjectives that best describe a character.
- I can write a sentence describing a character and draw a picture which illustrates my thoughts.
- I can use the 5 w's to ask questions about the characters and events in the story.
- I can identify wind force and explain its effect on an object.

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

We read the story 'The Three Little Pigs' as part of our learning based around 'fairy-land' Children were immediately engaged as the 'dragon' had visited the classroom and left a new fairy-tale for the children to read. First children listened to the story being read they then worked together in co-operative learning groups to sequence the events of the story. Children were able to retell the story using the picture cues to summarise the main events.

In previous lessons children were introduced to reciprocal reading puppets to develop their reading skills. They are familiar with Paula the Predictor, Clara the Clarifier, Quincy the Questioner and

Sammy the Summariser. Using 'Quincy the Questioner' children were encouraged to ask questions using the 5 w's to explore characters and events in more detail. This involved teaching the children that we must question using what, why, where, when and who.

Some children volunteered to take on a character from the story. They put on a character mask and sat on the hot seat. Using Quincy the Questioner the other children were able to ask questions about the story and characters. Support was given by modelling some suitable questions that the children could ask.

From this lesson we then looked at the characters in the story and discussed how they were different. Children were able to use describing words to talk about the characters. Children again worked in groups to form as many describing words as they could for the wolf. Support was given to each group by an adult who wrote on the group poster the children's ideas. Children brought their poster to the front and explained some of the describing words they had chosen and why. Children then copied a sentence about the wolf using some of their describing words. Children then draw a picture to share their thoughts about the character.

This fairy-tale gave opportunity for learning to be extended across a variety of curricular areas including Literacy and Science. Therefore we explored the force of wind which is demonstrated in the story and its effect on an object. Children were encouraged to think about the effect of the wolf's breath against the different materials that the pig's houses were made from. They experimented by blowing a variety of objects and discussed whether their breath could move objects of different materials. This prompted much discussion from the children where they were able to explain that lighter objects moved quickly whereas heavier objects didn't.

Children were then asked to design their own house and chose a material they would use to construct it. Children drew and coloured their own designs and discussed why they chose to make their house from a certain material.

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

- Retelling the story. (say)
- Sequencing the story in co-operative learning groups. (do)
- Asking questions about the story using Quincy the Questioner. (say)
- Group discussion- thinking about describing words for the wolf. (say)
- Writing a sentence to describe the wolf using their own adjectives. (write)
- Drawing a picture to share their own thoughts about a character. (make)
- Experimenting to see how objects move by the force of wind. (do)
- Discussing results of the experiment. (say)
- Designing their own house and material they would use. (make)

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

With reference to the learning intention and success criteria, verbal feedback was given during group discussions. Written feedback was given in the form of 2 stars and a wish particularly during the written work which gave children their next steps.

Following on from the science lesson on forces and materials, the children and I discussed together their possible next steps. Children decided to bring in crafts to create their own house as part of a design and technology lesson. We also together decided to explore another fairy-tale with a similar character such as 'Little Red Riding Hood' which will again enable children to explore events and characters and continue to build on their reciprocal reading skills.

Pupil Voice:

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

"We ordered the story correctly"

"We could retell the story"

"We used Quincy the Questioner to help us ask questions. We know that a question begins with what, why, where, when and who"

"We know what a question mark looks like"

"A describing word tells us about a character"

"We can write a sentence using a capital letter and a full stop. We can highlight our capital letter and full stop in our sentence"

"We have learned that wind will blow over a light object but not a heavy object"

Did the learner successfully attain the outcomes? YES/NO

Reciprocal Reading

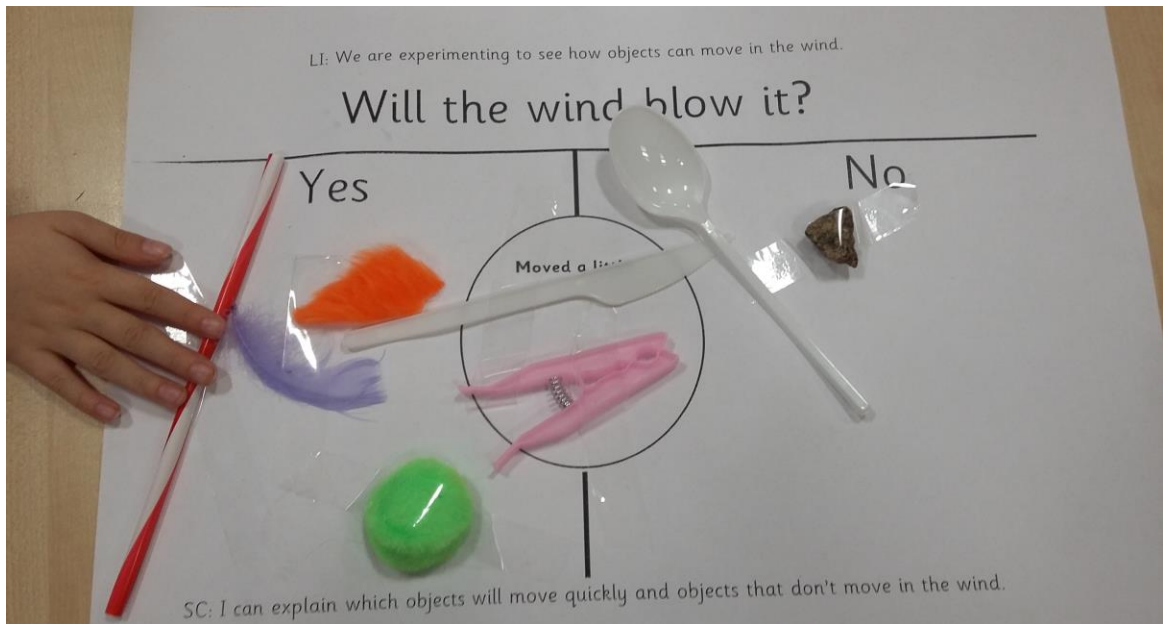


Hot Seat Questions

Writing our questions using a question mark.



Science-Forces



Experimenting

Reporting our results



Designing our own house.



Literacy describing the wolf.

