

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	D
Practitioner Code	D5
Curriculum Area(s)	Literacy (Writing) & Drama
Level	Early level
Stage(s)	Pre-school
Specific subject (if applicable)	

**Experiences and Outcomes:**

I enjoy **exploring and playing** with the patterns and sounds of language and can **use** what I learn. LIT 0-20a

I **use** drama to **explore** real and imaginary situations helping me to understand my world. EXA 0-14a

**Learning Intentions:**

To explore and play with the patterns and sounds of language and use this knowledge to develop ideas for writing.

To use drama techniques to explore real and imaginary situations.

**Success Criteria:**

- I can use my play experiences in language to develop ideas for writing.
- I can share my ideas in pictures and print.
- I can use drama to convey my idea.

**Briefly outline the range of quality learning experiences that have been provided: (Remember – Breadth, Challenge and Application)**

- Variety of rhyming games, stories and activities (**Personalisation and Choice, Challenge and Enjoyment**)
- ‘Old Lady who swallowed a Fly’ Rhyming story and drama activities, using story sack and puppets (**Breadth, Depth**)
- Writing opportunity linked to ‘Old Lady...’ rhyming story (**Progression, Relevance, Coherence**)

**Record the range of assessment evidence that was gathered (Say, Write, Make, Do)**

**SAY** – discussing the meaning of rhyming words, using terminology such as ‘sounds the same at the end of the word.’ Detecting, predicting and generating rhyming words in stories and games. Using knowledge of rhyming words to generate and create alternative version of the ‘Old Lady who swallowed a Fly’ story. Discussing the child’s efforts at creating a new story and attempts at copying the words.

**WRITE** – using knowledge of rhyming words to write own version of ‘Old Lady....’ Story. Using rhyme cards (from Slug in a Jug game) to find pairs of rhyming words and copy the words onto the template provided. Illustrating story by drawing pictures of the rhyming words.

**MAKE** –

**DO** \_ Using drama techniques - puppets from ‘Old Lady.....’ story sack to act out and retell the rhyming story.

**Did the learner successfully attain the outcomes?** **YES / NO**

**Briefly outline the feedback and next steps provided to the learners:**

Child L was given verbal feedback throughout the learning process in order to reinforce the concept of rhyme and having fun with language. He was told ‘Well done, those words rhyme – they sound the same at the end of the word!’

During the writing process, the child was encouraged to talk about and discuss his ideas for a new ‘Old Lady’ story. He was encouraged to think about himself as a ‘writer’ and to act out his new story using the puppet and props.

**Next steps** – would be to provide more opportunities for child L to experiment with writing using stories, puppets and props as stimuli. Also, to focus on the formation of letters in a 1-1 situation, taking into account the child’s motivation and readiness for this stage of writing development.

Learner Evidence



We played a variety of rhyming games in order to explore and play with the patterns of sounds of language, focusing on rhyme.

Child L was able to identify pairs of rhyming words e.g. fish/dish, bee/tree and was beginning to generate his own pairs of rhymes e.g. 'tree and me'. He demonstrated that he was meeting the LI: **to explore and play with the patterns and sounds of language...**

We put on our 'invisible rhyming hats' and 'switched on our rhyming ears' for fun, before reading a variety of rhyming stories such as 'Rumble in the Jungle', 'That's not my Teddy' and 'The Fish who could Wish.' The purpose of this was to have fun with the patterns and sounds of language and to develop further the concept and understanding of rhyme.

## Practitioner Moderation Template



## Learner Evidence



**Teacher:** 'Can you hear a word that rhymes with 'teddy?'

**Child L:** 'Freddy. ....and Eddy!'

**Teacher:** 'That's right... those are rhyming words because they sound the same at the end.'

**Child L** was able to identify and predict many pairs of rhyming words in the various stories that we read. He was meeting the **LI: to explore and play with the patterns and sounds of language.**

Child L was now keen to explore further with rhyme and I decided to use the storysack and puppets of 'The Old Lady who swallowed a Fly' to continue to motivate him and to use this as a stimulus for writing.



Child L spent a great deal of time listening to the rhyming story and using the puppets and props to recreate the story, both in a group and in a 1-1 situation with the teacher.

Again, Child L demonstrated that he was meeting the **LI** - to explore and play with the patterns and sounds of language; and **LI**: to use drama techniques to explore (real) and imaginary situations. He met the **SC**: I can use drama to convey my idea.

Our next step was to retell the story of the 'Old Lady....!' in writing and pictures. Child L again demonstrated that he met the **LI: to explore and play with the patterns and sounds of language and use this knowledge to develop ideas for writing.** I provided a basic template for writing and Child L asked to use the rhyme cards from the 'Slug in a Jug' game in order to copy the words and letters. He also invented some of his own rhyming pairs and copied the words and letters mostly independently. Occasionally, he asked for support with the formation of some letters. He spent a good deal of time focussed on the task and also illustrated his 'story' with detailed drawings. He was able to talk articulately and in some detail about what he had written and was keen to use the puppet and props to act out his new version of the story. He met the **SC: I can use my play experiences in language to develop ideas for writing** and **SC: I can share my ideas in pictures and print.**



**Teacher:** 'Can you tell me about your rhyming story? What have you written?'  
**Child L:** 'Look - I've made the Old Lady swallow a frog and a log! I'm going to draw a stripey bumble bee. I hope it doesn't sting her. The fly wouldn't sting her. The spider jiggled and tickled inside her!'

## Practitioner Moderation Template

## Learner Evidence

Using the puppet and props to retell the rhyming story that he had written and illustrated. **LI: to use drama techniques to explore (real) and imaginary situations.** He met the **SC: I can use drama to convey my idea.**



**Child L:** 'Im using the Old Lady puppet to tell the rhyming story that I've written.' J' can have a shot at putting the cards in the Old Lady's mouth.'



There was an old lady who swallowed a .....



Frog

and a



bee

and a



moon

and a

and a



hat

and a

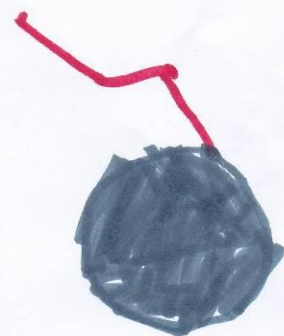


log



tree

spoon



bat

