

**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	F
Practitioner Code	F6
Curriculum Area(s)	Literacy – Writing
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	n/a

Experiences and Outcomes:

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. LIT 0-21a

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b

Learning Intentions:

To use what I have learned about sounds letters and words to help me write.

To record my ideas in different ways.

Success Criteria:

- I can leave a space between words.
- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can start sentences with a capital letter and finish with a full stop.

- I can create a drawing of my ideas.
- I can share my ideas with a partner
- I can write some of my ideas down.

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

Lesson 1 :

Introduction to Winter – what happens during this season?

Can we sound out any winter words that we know? Winter word wall

Building a snowman - Sequencing –steps to build a snowman order pictures and sound out words to give instructions

Lesson 2

Discussed aspects of Winter and the fun things you can do –eg: building a snowman

Teacher modelled drawing and how to label – encouraged pupils to sound out and stretch words

Draw and label a snowman by sounding out the words

Lesson 3

Watched 'The Snowman' video clip

Discussed what happened in video –adventures snowman went on

Shared ideas of adventures our own snowmen could go on

Pupils to draw beginning, middle, end of their own adventure with their snowman

Lesson 4

Pair / share — Look back over three story pictures-beginning, middle and end build upon them through oral questioning eg: *did you meet anybody? How did you feel? What did you see?*

Modelled class story – sounding out words using previously taught spelling strategies eg: break word down, sound it out

Writing – My Snowman Came to life

Peer Assessment orally – what is good about this story? What would make it even better?

*** Other play / writing opportunities set up throughout the moderation period:*

noting changes during outdoor learning/ observations

listing things to take with them on their adventure – clipboards and notepads

planning their journey

developing their snowman character – drama role play

winter collages

winter small world play

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 – see attached pupil voice

explaining steps to make a snowman

Sharing experiences of Winter

Describing snowman picture and all the labelled parts

Discussion of adventures snowman went on and could go on

Write – see attached evidence

Sequencing instructions to build a snowman

Labelling the parts of a snowman

The day my snowman came to life

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

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

See attached sheets and annotations

Pupil Voice:

What have you learned?

Writing

“I learnt how to spell when I sounded it out”.

“I learnt how to put the words together when I was writing”.

Drawing

“I learnt how to sound it out by myself with nothing to help”.

How did you learn?

“From looking at the cards on the wall and putting two letters together in my writing”.

Also see attached sheets and annotations

Learner Evidence

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. LIT 0-21a

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b

Lesson 1 –Sequencing

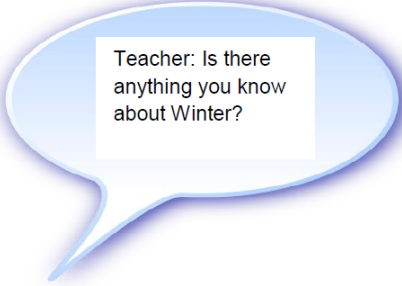
Learning Intentions:

- To use what I have learned about sounds letters and words to help me write a set of instructions.
- To record my ideas in different ways

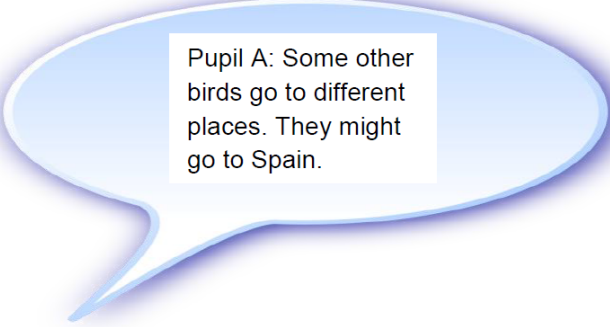
Success Criteria:

- I can leave a space between words.
- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can start sentences with a capital letter and finish with a full stop.

The pupils were introduced to the season of Winter where we explored and discussed the changes the season brings as well as some of the fun things you can do when the weather changes ie: snow. We looked at some Winter words alongside pictures for a stimulus which the pupils were eager to sound out. Pupil A was engaged during the input and keen to share her own experiences of Winter.

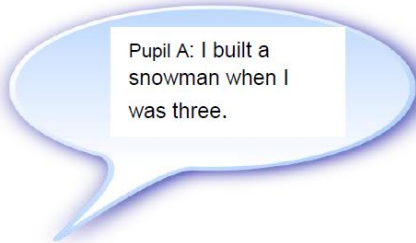


Teacher: Is there anything you know about Winter?



Pupil A: Some other birds go to different places. They might go to Spain.

All of the pupils had a previous experience of building a snowman, which came in very useful when they were asked to sequence four pictures in the correct order.



Pupil A sequenced the pictures correctly and was able to write a set of instructions explaining what was happening in each picture.

Sequencing

1 you wood make a big Ball
2 you wood lift it up
3 you wood push it on and nose and the eyes and the buttons
4 the hat then the scarf

😊 A super effort!
* You have clearly thought about your instructions.
* Trying hard to sound out words
^ Capital letters and full stops

A super effort!
*You have clearly thought about your instructions
*Trying hard to sound out words
^ Capital letters and full stops

Lesson 2 – Labelling the parts of a snowman

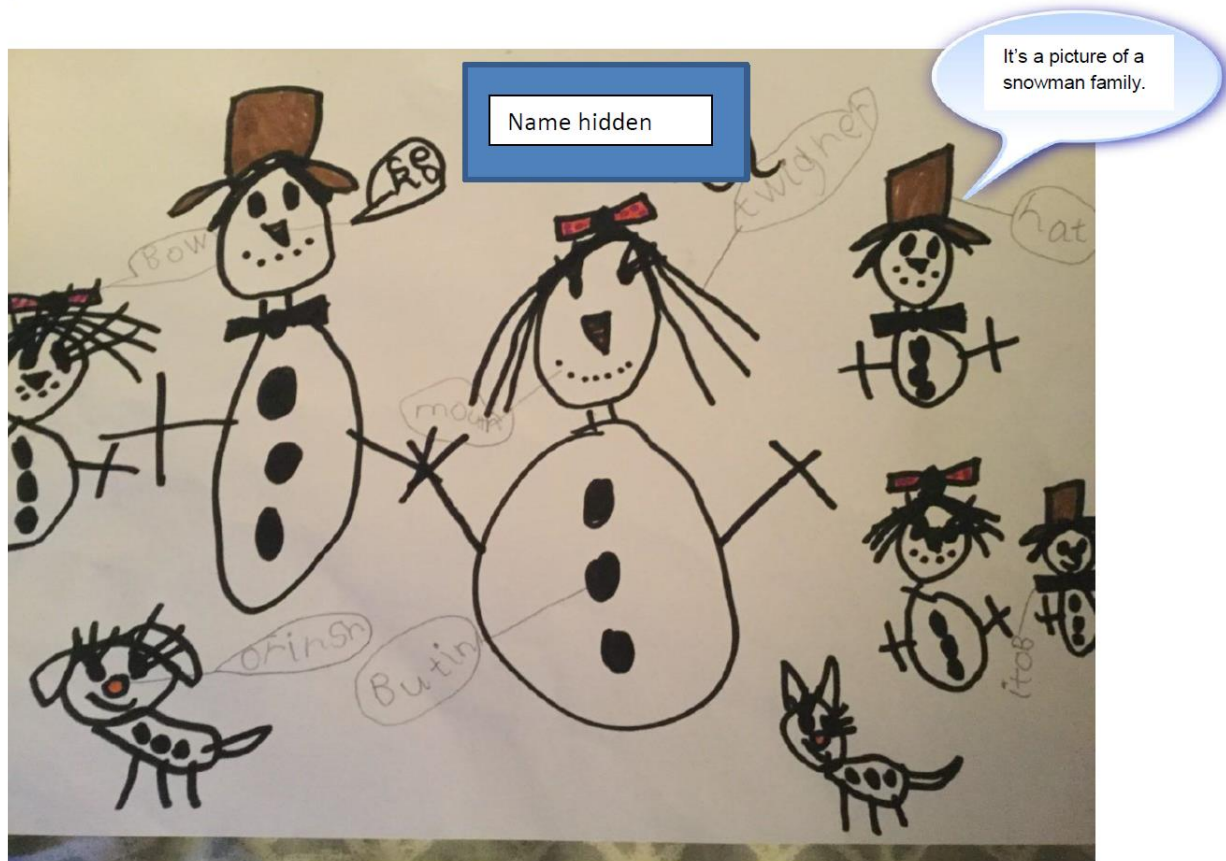
Learning Intentions:

- To use what I have learned about sounds letters and words to help me write.
- To record my ideas in different ways

Success Criteria

- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can create a drawing of my ideas.

Upon discussing Winter and the changes to the environment we spoke about the fun things you can do when it snows e.g: build a snowman. The class were encouraged to draw a snowman and label as many parts as they could by stretching out the words and writing down the sounds that they hear in the words. Pupil A tried hard to write down various words and has a good grasp of all single sounds and most phonemes.



Teacher: What did you learn from this?

Pupil A: I learnt how to sound it out all by myself.

Pupil A: I learnt what the objects on a snowman are.

Lesson 3 – Storyboard planning

Learning Intention:

- To record my ideas in different ways

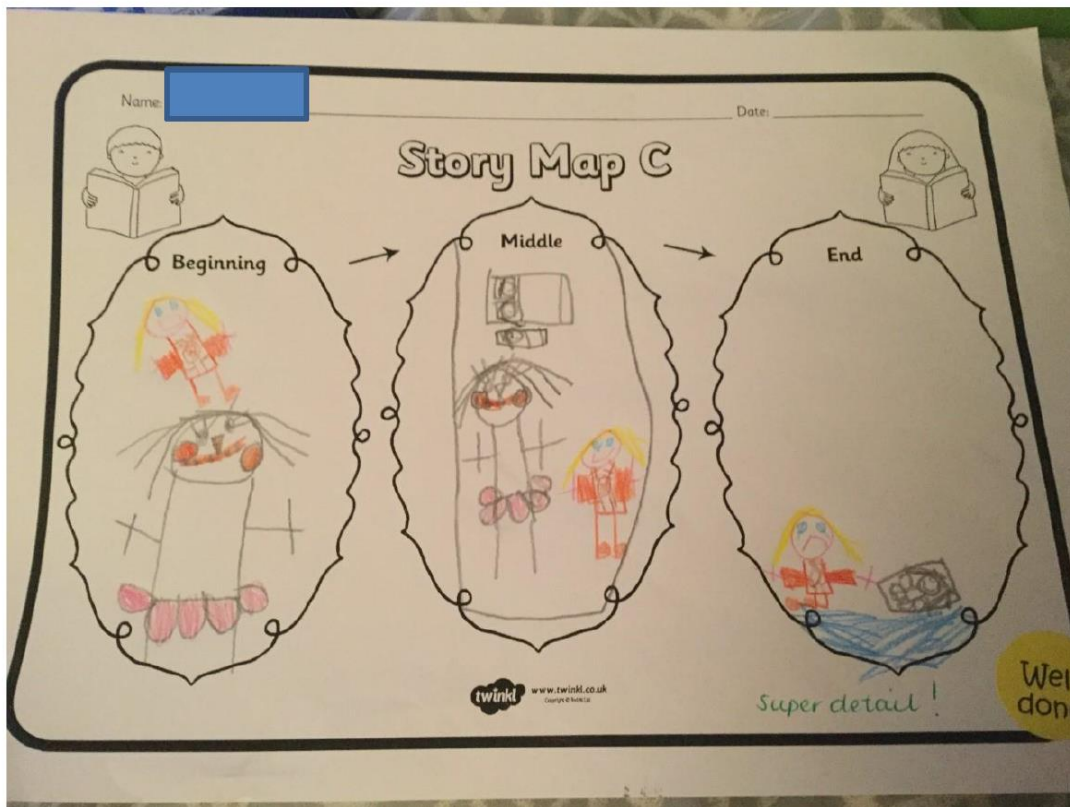
Success Criteria:

- I can create a drawing of my ideas.
- I can share my ideas with a partner



The pupils were told they were about to watch a video clip all about a snowman who came to life. Whilst watching, the pupils were encouraged to think about the adventures the snowman goes on with the boy and where they would go / what they would do if their snowman came to life.

Pupil A watched intently and commented on seeing the film before. Once the clip was finished, Pupil A was able to recall several of the adventures the snowman went on. She also participated in a class discussion where several of the pupils were sharing their own ideas. Pupil A took her time drawing and adding colour to her storyboard plan, which detailed three adventures her snowman went on.



Lesson 4 – My Snowman Came to Life

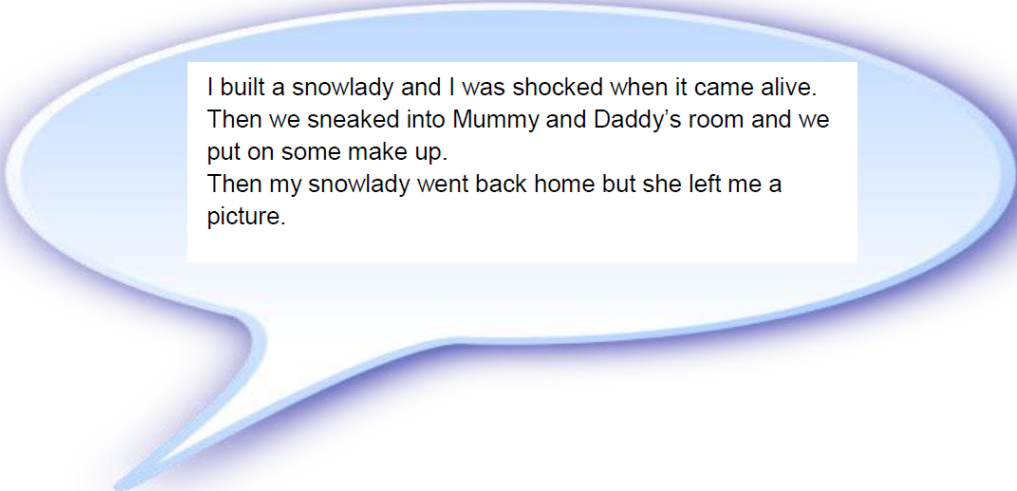
Learning Intentions:

- To use what I have learned about sounds letters and words to help me write.
- To record my ideas in different ways

Success Criteria:

- I can leave a space between words.
- I can spell the common words I have learned.
- I can sound out words to help me write them.
- I can start sentences with a capital letter and finish with a full stop.
- I can write some of my ideas down

To begin the lesson, the pupils were paired up to share their storyboard drawings with a partner. Pupil A came across as proud as she described the details in her pictures.



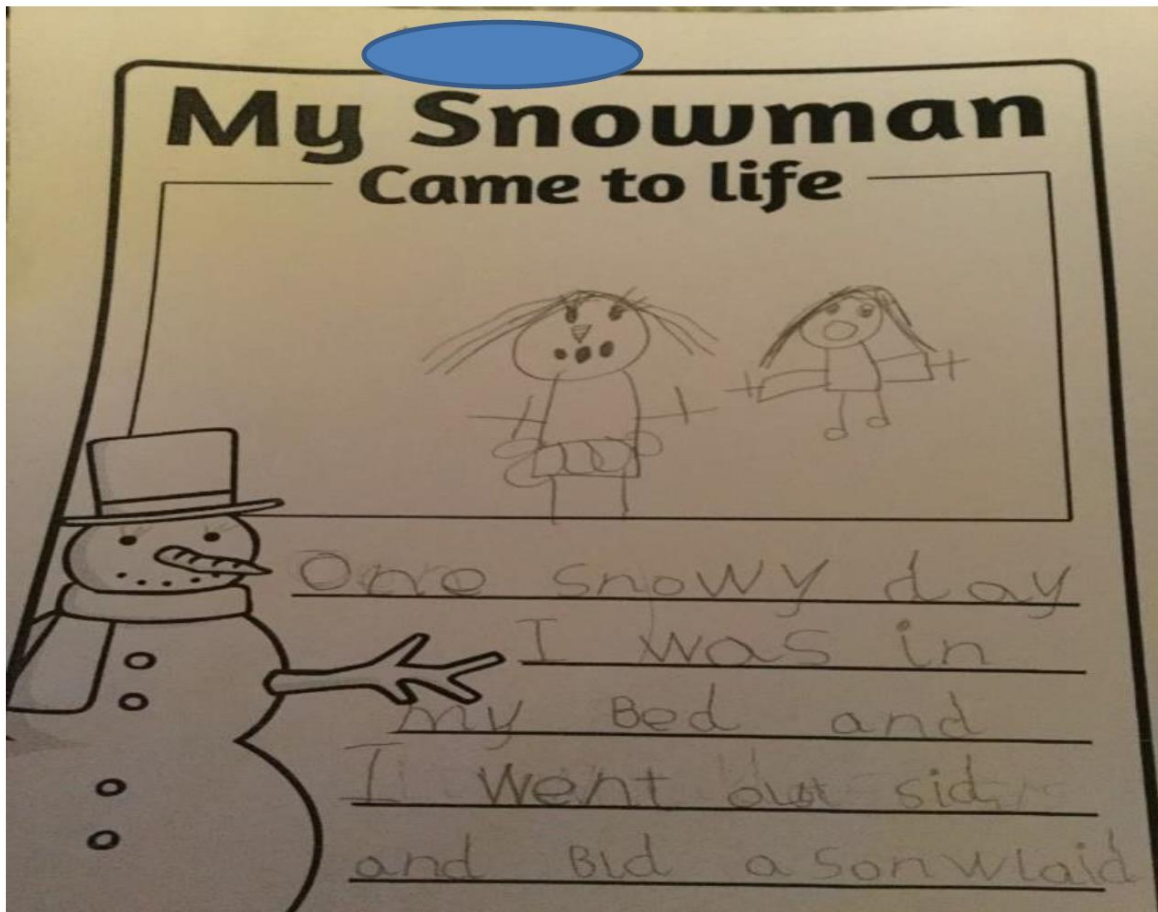
I built a snowlady and I was shocked when it came alive.
Then we sneaked into Mummy and Daddy's room and we
put on some make up.
Then my snowlady went back home but she left me a
picture.

The children were encouraged to listen carefully as there may be some ideas they liked that they had not thought of. The teacher then modelled on the board how to turn the pictures into a story with a beginning, middle and end. Emphasis was placed on capital letters, full stops and stretching out the words to help with their spelling.

The pupils then took the rest of the lesson to create a story that explained the adventure of their snowman coming alive.

To end the lesson, we shared some of the stories the children had written and the pupils had the opportunity to peer assess. They were encouraged to highlight what was good about the story and what could make it even better.

My Snowman
Came to life



One snowy day
I was in
my bed and
I went outside
and bid a snowlaid

she kaim to lith I was
thoxt Then wy went in
mummys and daddys
and charlotte room But
I was dng jrd so
I said bbb snowlaidoe
The noxt dat I loot out
sid my snowlaidoe
she went bac hom But
sholetha plcht.

Great work!

- * sounding out words
- * finger spaces
- * sentences with capital letter and full stop

