

Experiences and Outcomes:

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

LIT 0-11b

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

Learning Intentions:

We are learning to:

- Share our opinions on a story
- Sequence a story
- Use our knowledge of a story to create our own

Success Criteria:

I will be able to...

- Say whether I like or dislike the book and give reasons for my choice
- Sort pictures into the correct order in which they happen in the story
- Retell the story using puppets
- Include key points from the story
- Use the main characters to make up my own story
- Use the setting to create my own story

Briefly outline the context and range of quality learning experiences.

We became interested in the story of 'The Tiger Who Came to Tea' after a storytelling session and based on the children's interest I planned a series of learning experiences based on the book. There was a range of teacher-led activities as well as child-led.

Activity 2b

Record the range of assessment evidence considered to meet the success criteria, considering breadth, challenge and application.

Write

- Drawing a picture of their favourite section of the book and 'writing'

Make

- Painting a scene from the book

Do

- Playing with Puppets
- Asking and answering questions with their talking partner
- Sorting pictures using a Venn Diagram
- Group and Class discussions
- Cut, colour and sequence the story

Record the open ended questions you may ask to evidence that the learner has met the success criteria.

- Where do you think Dad has been? What makes you think that?
- Retell me the part of the story which you liked best.
- Who do you think are the most important characters in the story?
- Why do you think the tiger left Sophie's house?
- What questions would you like to ask the tiger?

Activity 3 National Benchmarks

How does the assessment evidence relate to the relevant national benchmarks?
I feel that this assessment evidence ties in with the below benchmarks...

- Shares and discusses a variety of texts, giving reasons for likes and dislikes.
- Participates in storytelling sessions, using pictures, repetitive parts of the story or rhyme to make predictions.
- Engages in stories and texts in different ways, for example, retelling stories in own words, re-enacting stories and using puppets/props.
- Asks and answers questions about texts to show and support understanding.
- Makes simple predictions about texts.

This assessment contributes to the child's overall achievement of a level, due to the nature of the skills being taught, the learner has been encouraged to identify the skill that they are learning which can be easily transferred to other areas of the curriculum, as well as activities and experiences outside of school.

PART TWO

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

Child A was complimented with regards to her ability to make good inferences within the book, answering the question about 'Where do you think Dad has been?' Child A answered with 'I think he has been at work as he has a tie on.' When questioned further, 'Is there anywhere else that Daddy could have been?' Child A replied with 'A party as he looks smart so it could be work or a party.' Child A was complimented on using the picture clues and sensible thinking to come up with the answer. Through observation it was noted that Child A was able to complete the sequencing task with ease but was hesitant at including any words below. Child A was told that she had successfully sequenced the story into the correct order. Child A was confident in sharing her opinion and was happy to answer further questions.

Next steps: To continue to build on reading skills, develop this natural interest in 'The Tiger Who Came to Tea through a look at non-fiction books related to tigers.

Pupil Voice: What have you learned? How did you learn? What skills have you developed?

What have you learned?

I have been learning about the tiger who came to tea and putting things in the right order. We learned about Judith Kerr being the author and the illustrator. Some people loved the book and some people just liked it.

How did you learn?

We read the book with you and then we used the pictures to read the book with a friend.

We used puppets to tell the story

Our buddy helped us.

What skills have you developed?

Reading and ordering and working together.

The Tiger Who Came to Tea

We are learning to sequence a story.



I will be able to retell the story using puppets
I will be able to include key points from the story

(Conversation that took place whilst acting out the story...Child A is the child being assessed)

Child A: Hi Mummy, what's for tea?

Child B: Cookies and cocoa Sophie.

Child A: Yummy! Thank you!

Child B: *bobs their puppet about*

Child C: Ring Ring!

Child A: I wonder who that can be mummy! It can't be the milkman as they've already been!

Child B: And it can't be Daddy as he has his keys! I wonder who it can be?

Child A: I'll go and see!

Child C: Roar! Could I come in for tea?



Practitioner Moderation Template

Learner Evidence

Child A: I wonder who that can be by mummy! It can't be the milkman as they've already been!

Child B: And it can't be Daddy as he has his keys! I wonder who it can be?

Child A: I'll go and see!

Child C: Roar! Could I come in for tea?

Child A: Yes of course, in you come. Mum you won't believe who's come for tea!

Child B: Who?

Child A: A TIGER!

Child B: Oh dear, what would you like?

Child C: Sweeties and tea and beer.

Child A: Here you go! Would you like some buns?

Child C: Yes and all of the sandwiches. Thank you! Bye!

Child A: Bye!

Child B: Bye Tiger!

Child D: Ding dong! I'm home!

Child A: Daddy you won't believe what happened, a tiger came to tea. What's wrong Daddy?

Child D: I'm sad as there's nothing for tea.

Child A: What will we have for dinner?

Child D: I know, let's get our coats and go to a Café.



This transcript demonstrates that Child A has an excellent knowledge of the events that took place in the story as well as her ability to transfer her own knowledge/social skills to develop the script.

Practitioner Moderation Template

Learner Evidence



I will be able to sort pictures into the correct order in which they happen in the story.

Child A could independently sort the pictures into the correct order talking through her thinking.

Child A: "The easiest one is the end one because I know they go to a café at the end of the book and the story starts with the tiger knocking the door.

Teacher: How did you sort the middle ones?

Child A: I just worked what came first, buns or the water and it was the buns at the table."

We are learning to share our opinions on a story.

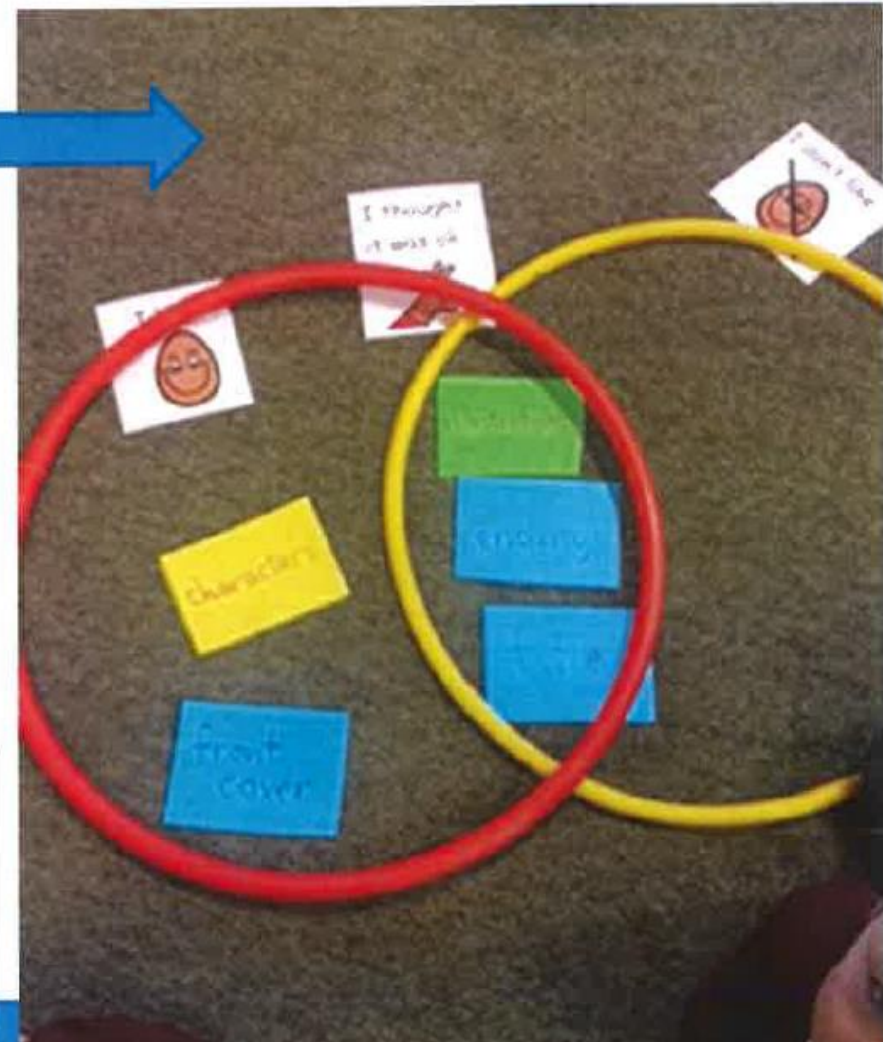
I will be able to say whether I like or dislike the book and give reasons for my choice.

Child A: I really liked the characters, I really like the tiger, he's silly so I've put him in the red hoop. I just thought the ending was ok so I've put that in the middle.

Teacher: Why did you think the ending was just ok?

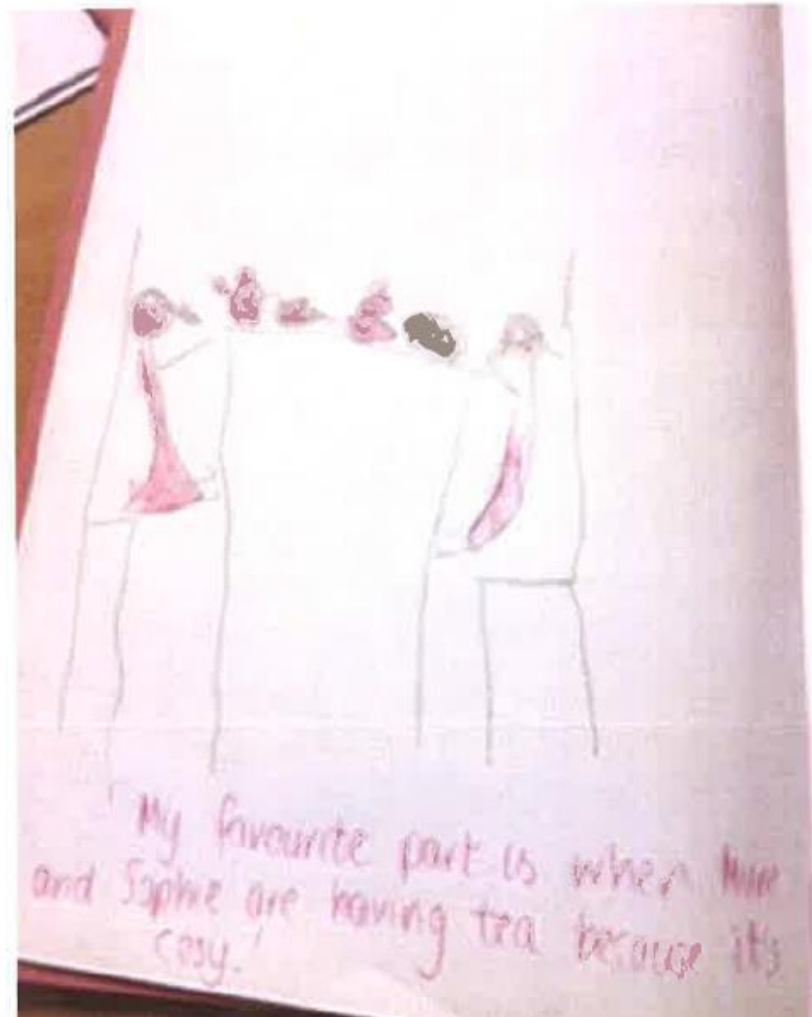
Child A: Just because the tiger went away and you don't know why.

Prior to this task we had come up with various things that you could like about a book whether it was the blurb, characters, pictures...etc. Following from this the children worked in small groups taking turns to share their views.



I will be able to say whether I like or dislike the book and give reasons for my choice.

Child A stated that they had drawn a picture of their favourite part. "My favourite part of the book is when Mum and Sophie are having tea because it's cosy."



We are learning to use our knowledge of a story to create our own.

Child A completed her task of creating a story about a different character visiting for tea. This is a transcript of the conversation after this writing task.

Teacher (reading aloud feedback) So tell me, what does the cat do? What happens in your story?

Child A: Well the cat climbs up the curtains and is so naughty and Mummy gets really cross.

Teacher: Oh wow, that is naughty! What else happens?

Child A: The cat drinks all of the milk and then she scratches Sophie but that's just an accident.

Teacher: How do you know it's an accident?

Child A: Just because she didn't mean it and then the cat jumps on all of the beds! Then all of her cat friends come to the house too and Dad comes home and gets cross!

Teacher: You have lots of good ideas for your story. I can imagine the cat climbing the curtains!

This demonstrates her ability to take on the story and to add her own events, as well as including some themes from the original story.

