

**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	H3
Curriculum Area(s)	Expressive Arts/Literacy
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a

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

Learning Intentions:

- To explore events and characters in stories
- To share thoughts
- To work with others to solve a design problem

Success Criteria:

- I can listen to fairy tale stories
- I can talk about events and characters in stories
- I can share my thoughts about stories
- I can invent and act out my own fairy tale story.
- I can work with others
- I can share my ideas
- I can use my imagination to create pictures

Practitioner Moderation Template

Learner Evidence

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 given appropriate praise and encouragement through out the experiences he was involved in.

Child A was praised for sharing his learning from home with his peers.

He was praised for his creative thinking as he invented his story for Story World.

He was praised and encouraged as he engaged with others contributing to discussions about the elements that make up a fairy tale.

He was praised for his team work during the quiz as he recalled the fairy tale story.

He was praised and encouraged as he worked collaboratively with others, sharing his thinking and ideas as they designed and made their Fairy Tale wall display.

Child A commented that "he loved reading fairy tales and would read them every day."

Next steps – to provide opportunities and experiences for child to explore other texts and stories to further develop his thirst for books and increase his literacy skills through active enjoyable experiences.

Pupil Voice:

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

See plenary circle time at the end of evidence. (page 17)

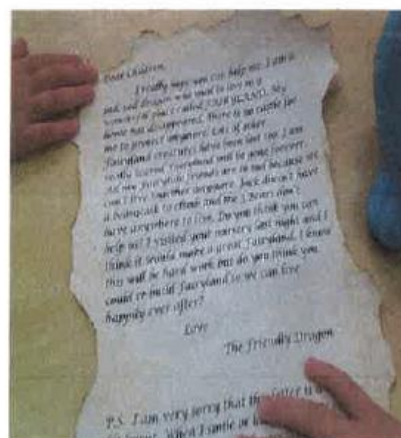
Learner Evidence

'TROUBLE IN FAIRY LAND'

Once upon a time a trail of fairy dust was discovered in the nursery playroom.



We followed the trail and it led us to a sad, friendly dragon with a letter around his neck.



We read the letter and learned that the dragon has a really big problem, not enough people are reading fairy tales and Fairy Land is about to DISAPPEAR.

Adult asks group of children, "I wonder what we can do to help the dragon?"

Child C "We could read more fairy tales."

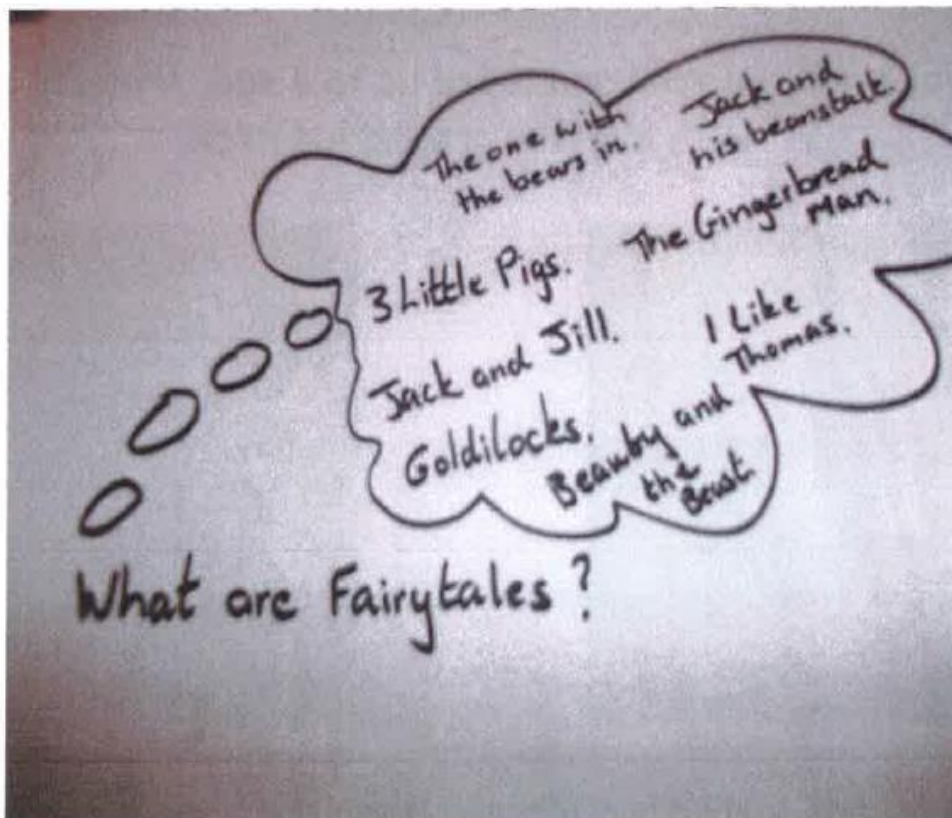
Child D "We could build a new Fairy Land and make the dragon happy again."

Child A "We could go to Fairy Land and save it."

CHILDRENS VOICE

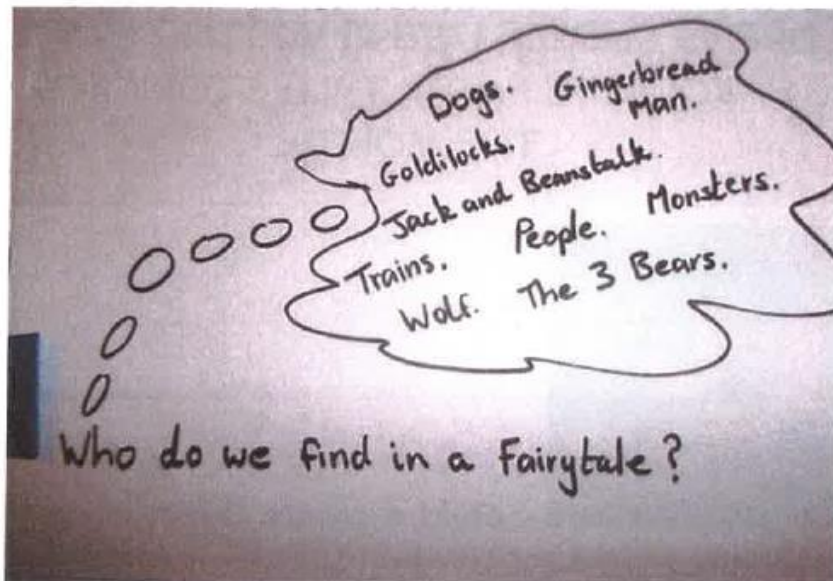
Circle Time

Adult asks group of children "What are fairy tales?" to find out what they already know about fairy tale stories.



Circle Time

Adult asks group of children "Who is in a fairy tale?" to find out what they already know about characters in fairy tale stories.



Group discussion

Discuss with children the elements that can make up a fairytale.

What is a fairy tale?

It's a make believe story.

It may have magic or spells.

It may begin with once upon a time.

It can have characters like princesses, princes, dragons etc.

It may have castles or forests in the tale.

It usually has a happy ending.

Child A "Is it a bit like when we do Story World as they are not real stories."

Adult "Yes, that is right because our stories in Story World are from our imagination, they are made up and they are not real."

A selection of fairy tale books are introduced into book areas and read to the children through out the nursery day and at story time.

CHILDRENS CHOICE USING VOTING SYSTEM TO CHOOSE FAVOURITE FAIRY TALE STORY FOR BOOK OF THE MONTH.



Child A counts the coins to find out the result of the vote.

Child A "Jack and the Beanstalk has 12 votes and The Little Red Hen has 6 votes."

Child A "The winner is Jack and the beanstalk."



Read story using Hanan strategies to further develop children's understanding of the elements that make up a fairytale.

Adult reads the Book of the Month, Jack and the Beanstalk, encouraging the children to think and talk about the main characters in the story.

Adult asks questions to encourage conversation and discussion about the characters and the structure of the story.

Adult encourages discussion around how the characters and events in the story tell us it is a fairytale. Introduce Sparkle words to encourage children to discover new words and phrases to help them express their ideas and thoughts when they invent own stories.

Evidence- Do- S.C. I can talk about events and characters in stories.

'Fairy Land Time' Quiz to encourage children to recall the story of Jack and the Beanstalk and discuss the events and characters in the story.

Why did Jack's mum send him to the market?

Child A "She didn't have any food and needed money to buy some."

Who did Jack meet on his way to the market?

Child A "A funny little man."

What did the man give Jack in exchange for the cow?

Child A "Magic beans."

What did Jack's mum do with the beans?

Child A "She threw them right out the window."

What did Jack see out of the window the next morning?

Child A "A giant beanstalk."

What did Jack do?

Child A "Climbed right up to the very top."

What was at the top of the beanstalk?

Child A "A giant's big house."

Who lived in the castle?

Child A "A giant and a queen."

Name the 3 things that Jack took from the giant's castle.

Child A "Golden chicken, a harp and money."

What was the rhyme that the giant says when he awakens up?

Child A "Ee, Ee, Ee, Fum, here I come."

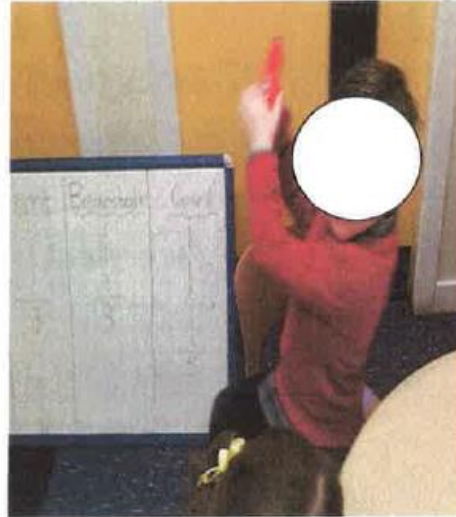
How did Jack escape from the giant?

Child A "He got an axe and chopped the beanstalk down."

How did Jack and his mum live?

Child A "Happily ever after and had lots of food and money."

Adult "Well done! You answered all the questions in the quiz and you remembered lots of information about the characters and events in the story."



Child A "That was good quizzing, can we do it again, maybe outside, that would be fun. We could make it about another book and find out what happens in that story."

Adult "All the questions in this quiz were about the same story, I wonder how we know Jack and the Beanstalk is a fairy tale."

Child A "Because the story didn't really happen, somebody just made it up, so it is a fairy tale. The Giant didn't get Jack so Jack lived happy ever after with his mummy and they had lots money and lots of food."

Adult "You have all found out lots of information about what fairy tales are, who is in them and what happens in the stories. I wonder if you read fairy tale story books at your own home?"

Child A "My mummy and daddy read me lots of stories. I will ask them if they are fairy tales."

Evidence- Say- S.C. I can listen to fairy tale stories.

I can talk about events and characters in stories.

I can share my thoughts about the stories.

Next day *Child A* arrived at nursery with 3 Fairy Tale books that belonged to his mum when she was a little girl.



He confidently told his peers that "my mummy read all these books to me last night and my favourite is the one with the witch. It was a bit scary but it is not real." He pointed out the beginning of the story and confidently commented that it said "Once upon a time" at the beginning because these are fairy tales, they are not real."

He successfully explained that the "stories were made up because the "Gingerbread man couldn't really come alive and talk, could he. I was a bit scared at first because the fox caught the Gingerbread Man but I know it wasn't real."

He successfully talked about how "the Prince wakened up Sleeping Beauty from a big, big sleep and they lived happy ever after. It's a Fairy tale book, it didn't really happen and they all lived happily at the end."

He confidently explained to his group that "it is a fairy tale because houses' are not made of sweeties they are made of bricks. The witch in this book was really scary."

Evidence- Say- S.C. I can invent and act out my own fairy tale story.

Child A invited to the Authors Chair to invent his own fairy tale for Story World.

Child A "My story begins with once upon a time because it is a make believe story, it is a fairy tale. I am going to have a witch and magic in my story but they will all live happy ever after at the end."



Child A confidently talked about the elements that make up a fairy tale as he used his imagination to invent his own story for Story World.



Child A "It is a fairy tale story because I made it up with a prince in it and some magical things."

Evidence - Do- S.C. I can invent and act out my own fairy tale story.

Child A successfully used his imagination to take on the character of the prince as he confidently acted out his own story.



Child A "Remember to tap your broomstick so that a new house will be made."

Child A "I loved my story, the best bit was when the prince got a new house and lived happy ever after in it."

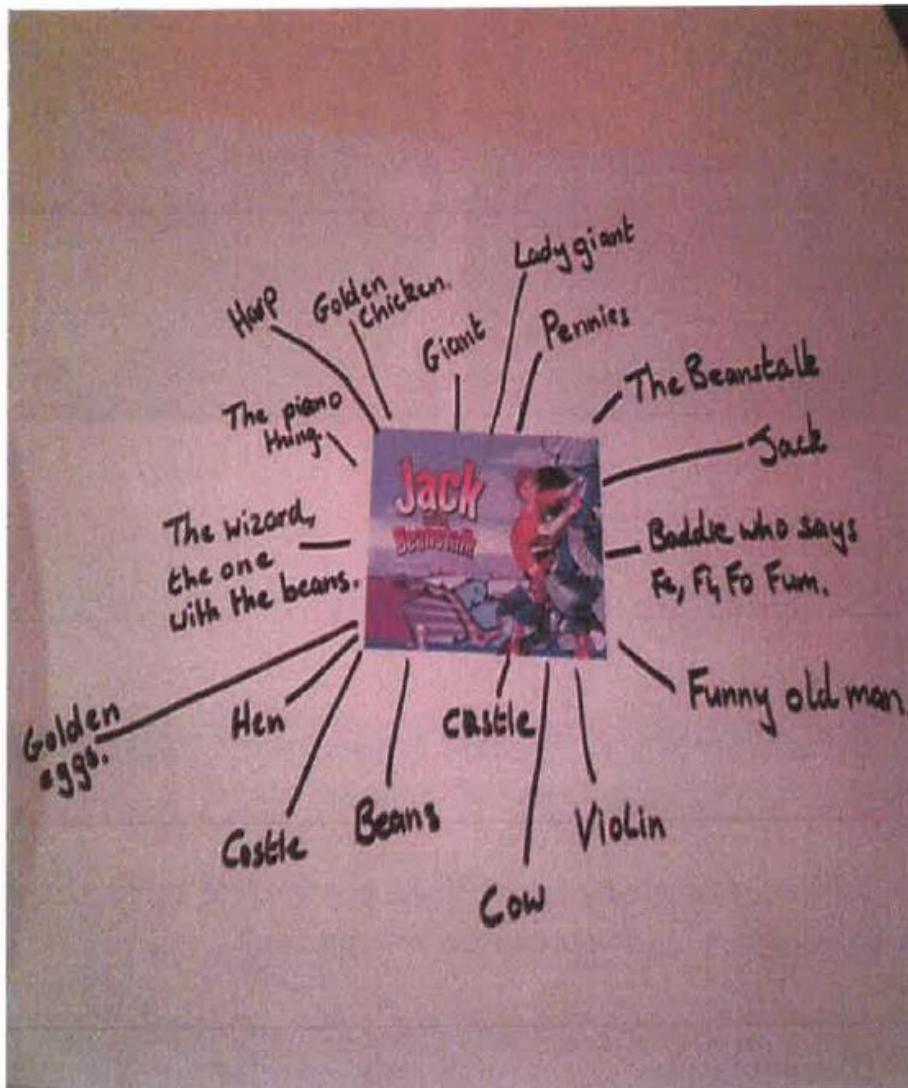
Child B "I liked your story too, I liked pretending to be the dragon. Can we do my story and you can be in mine too?"

Child A "What is your story about I hope I can be a dragon?"

Evidence-Say -S.C. I can talk about events and characters in stories.

Adult "We have been finding out about the characters and events from the story of Jack and the Beanstalk. I wonder what characters we would need to make that would help us retell the story in pictures."

Child A's thoughts and ideas using a mind map.



Evidence- Make- S.C. I can work with others, offering my ideas and using my imagination to design and create pictures for wall display.

Adult "We can't make all these characters and things right away, what will we do first for our wall display?"

Child B "Let's make the harp first."

Child A "I think that is a good idea."

Child B "Do you think we should put gold in the middle?"

Child A "We could use circle shapes round the sides and join them up and then put gold in the middle."



Child A "We need to make the strings next. We could use these straws."

Child B "But they are too long."



Child A "We can cut them and make them a bit smaller then they will fit."

Child B "Do you think they have to be the same size."

Child A "I think so, measure them and see if they match."

Child B "Let's cut them to be the same and then we can stick them on."

Child A "In the book the strings are black, do you think it would be a good idea if we painted them?"



Child B "Great idea, let's do it."

Practitioner Moderation Template

Learner Evidence

Adult "I wonder how we can make the Giant and Jack."

Child C "We could draw and paint them."

Child A "We could draw round someone on a piece of paper."

Adult "I wonder how we can make the giant bigger than Jack."

Child A "We could measure each other and see who is the biggest."



Child A "We can use these girls they are the right size for the Giant and Jack. She is smaller than her so she can be Jack."



Child A "Don't move and I will be able to draw round you so we can pretend it is the giant."

Adult "Lets all work together to decorate the Giant and Jack."



Child A "I have a good idea I will do the jacket if you do the trousers."

Child C "Okay, I will use gold because it is shiny."

Child A "I think we are nearly finished the Giant, do you want us to help you with Jack?"

Child D "What do you think we should use for the hair?"

Child A "We could try some of that stuff, it is gold and smooth it looks like hair."

Child D "Finished. What will we do next?"

Child A "We need to make the beanstalk now."

Adult "That will be our job for the morning."

Child B "How can we get these leaves onto the beanstalk?"

Child A "We will need to use lots of glue and stick them on hard so they don't fall of."



Child B "We are going to need lots of these leaves as the beanstalk is enormous, it will take for ever."



Child A "We won't need that many remember it is a fairy tale we can make it as big as we like, it's just a fairy tale beanstalk so it won't take that long."

Adult "You have all worked very hard to make your pictures and we have successfully discovered what fairy tale stories are about. I wonder if we have been able to save Fairy Land."



Child A "I like fairy tale stories, I am going to read one every night, that will make Fairy Land safe."

Letter arrives from dragon at the end of the day.
Great news our hard work has been rewarded, Fairy Land is safe.



Child A confidently gives the good news to the children.

Child A "We have done it, Fairy Land is safe."

We decided to have a Fairy Tale party to celebrate saving Fairy Land. All children invited to come to nursery dressed as their favourite character from a fairy tale.

Child A "I am going to dress up as baby bear from the fairy tale story Goldilocks and the Three Bears because I like him."



Evidence- Say-S.C. I can listen to fairy tale stories.

Child A's dad volunteered to come into nursery to read fairy tale stories with the children.



Child A listened carefully to the stories and confidently joined in retelling and acting out the stories alongside his peers.

Evidence-Say -S.C.- I can talk about events and characters in stories.
I can share my thoughts about the stories.

Circle Time at end of the day to discover what children have learned about fairy tales and to listen as they talk about how they have found out their new information and what new skills they feel they have developed.

Adult "I wonder what you have learned about fairy tale stories." Child A "They are made up stories that can have dragons, princesses, castles and bears in it."

Adult "I wonder what you have learned about the characters and the things that happen in fairy tales."

Child A "Bears and other animals can sometimes talk in fairy tales, and it can have magic things happen and scary bits sometimes but it is not real and they all live happy ever after at the end."

Adult "You have learned lots of new information about fairy tales. How did you find out all this new information?"

Child A "My daddy told me lots of things, and you did too. I read lots of fairy tale stories and they told me all about the story."

Adult "What new things did you learn to do that maybe you couldn't do before?"

Child A "I loved making the giant's beanstalk and the harp that was my favourite things, because I know now how to cut out better. I liked reading lots of books, though I can't really read but I will learn that next. I liked the party too and dressing up as baby bear like in the 3 Bears story."

Child A "I loved learning about fairy tales. I am going to read them all the time."

And they all lived happily ever after.

THE END