

**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	O
Practitioner Code	O3
Curriculum Area(s)	Literacy/Expressive Arts
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

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 0-31a

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations. EXA 0-01a

Learning Intentions:

To explore characters in stories,
To invent my own characters and stories
To participate in performances

Success Criteria:

I can explore books for enjoyment
I can talk about characters in a story
I can talk about events in a story
I can create my own characters
I can invent my own story
I can perform to an audience
I can be part of an audience

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

The child, in small group situations and on a one to one basis explored various stories, discussing storylines and characters et.

The child drew her own picture and said it was her story and that it had words to depict her story. She was encouraged to tell her story while an adult scribed it.

The child was encouraged to choose which character she would like to be from her story and acted it out, along with other children while the adult read the story out loud.

The child was then part of the audience while other children acted out the story.

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

MAKE/Do – Photographic evidence of child performing to an audience and being part of the audience

SAY – Annotations - child created characters and events in a story

WRITE – child's mark making/art work depicts her thoughts and ideas.

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

Praise throughout the learning experience

A copy of the evidence to form a learning story which she could take home and share with her family(increasing confidence and parental involvement)

Continue to encourage the child to express her thoughts and ideas in varying size groups using a variety of props and mark making. Encourage more verbal expression while performing.

Pupil Voice:

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

See annotations

Did the learner successfully attain the outcomes? YES

Learner Evidence

Exploring Stories

'Jack and the Beanstalk'



Adult's Voice Child's voice

What characters are in the story?

"The Englishman, Jack and his mother... and the cow!"

Who was your favourite character?

"Jack!... Cause I like him and I watch him on the television".

Was there a character you didn't like?

"The Englishman"

Why? "Because he's trying to eat Jack"



What happened at the beginning of the story? "Take the cow to market... mum chucked the beans out the window."

How did mum feel? "Very cross because she didn't want the beans."

What did Jack do in the giant's castle? "He stole the golden coins, that musical thing and a chicken who lays golden eggs."

How did Jack feel when the glant was chasing him? " Sad."

What happened at the end of the story? "The beanstalk and the giant fell down, the end."

How do you think Jack felt at the end? "Happy because he got his mother."

Inventing Stories



"I made a story about a monster"

"This is the words in the story"

"You have to write some stuff to make a story"

"This is the volcano"

"This is Bony Belitz"

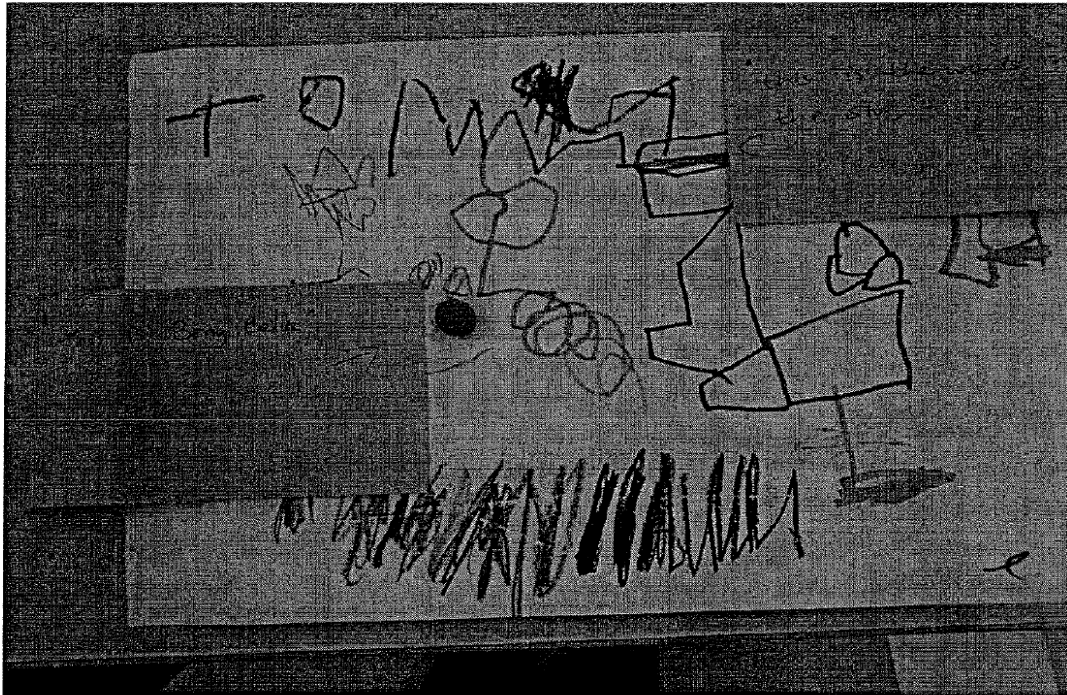
Child's Story

'Monsters that go to growing'

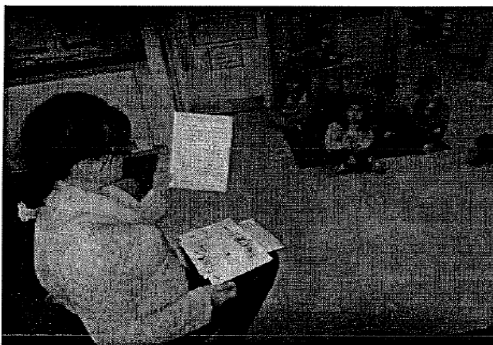
"Once upon a time there were two big growing beasts and they were trying to gobble all the children up. They screamed and ran away, and then they saw a big volcano and then they seen a goony ghost. Then they see a giant monster who was called the Gruffalo. He had a large big den. Then he started going out for a walk and he spotted a girl and then they seen a big monster who was called the Huge Gruffalo, who gobbled all the children up and then they all said "Sykes! Run away!" and they all ran away to the house.

Bony Belitz came and he was happy and he took them to his house and had a party. The End."

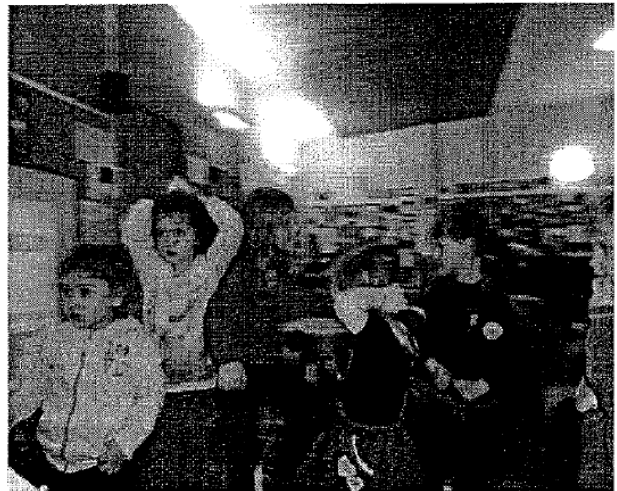
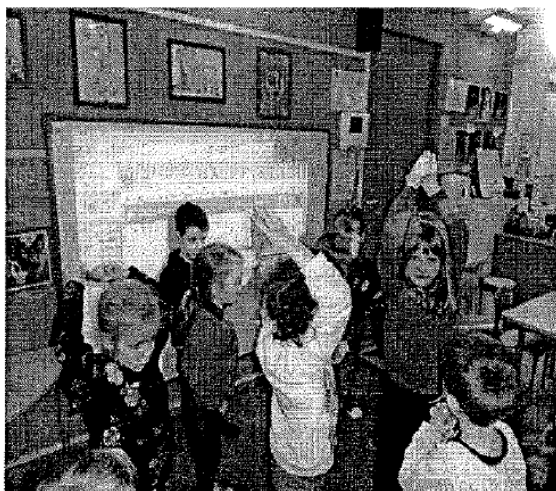
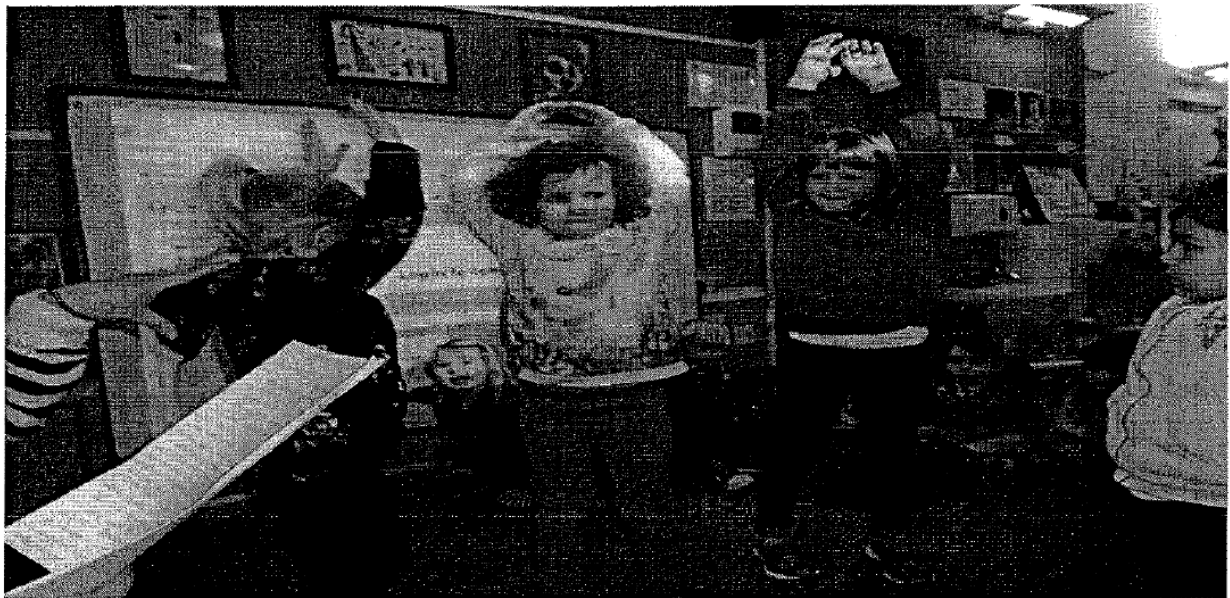
Monsters that go to Growing picture



Acting out the story of
'Monsters that go to Growing'



Acting out another child's story.



Being part of an Audience

