

**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	O4
Curriculum Area(s)	Literacy and Expressive Arts
Level	Early
Stage(s)	Nursery
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 0-01a

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

Learning Intentions:

- To explore and recognise sound patterns such as rhyme
- To generate rhyming words
- To create a drama movement from a story I have read

Success Criteria:

- I can listen to a story and recognise rhyming words
- I can suggest words that rhyme with each other
- I can use my imagination to create a scene from a well-known story

Practitioner Moderation Template

Learner Evidence

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

- **Challenge and enjoyment**
Children enjoy reading a range of stories as part of the nursery daily routine. To challenge the children we are adding in techniques to recognise sound patterns such as rhyme.
- **Breadth**
Although we are only concentrating on the one story, children will carry out these techniques while reading other stories both by the same author as well as different authors.
- **Progression**
Children will start by identifying rhyme and continue to generating streams of rhyme. Advanced children could make up their own poems using rhyming words.
- **Personalisation and choice**
Children are always given the choice of what story to read during story time. They are also asked to state the reasons why they would like that particular story.
- **Coherence**
Using the experience and outcomes chosen there is a clear link between the listening and talking aspects relating it to a drama activity.
- **Relevance.**
Children understand that rhyme takes place in stories. Some children point this out before we talk about it. Children also enjoy their daily story therefore this is relevant to their nursery routine.

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	The child was able to tell which words rhymed with each other. The child was able to predict which rhyming words came next in a story book The child was able to generate streams of rhyming words.
Write	The child was able to draw pictures and write words of sounds that rhyme.
Make	The child selected matching rhyming pairs from a rhyming basket
Do	The child was successfully able to use the rhyming bags. The child was able to participate in a drama activity acting out scenes from a well-known story.

Did the learner successfully attain the outcomes? YES/NO

The child was able to independently generate streams of rhyming words. He was also able to predict rhyming words in a story. We read "The Gruffalo" and the child was able to complete the missing words.

He securely was able to recognise and match rhyming sounds.

The child was able to generate streams of rhyming words, firstly words which rhymed with his name, followed by words that he chose.

The child was able to use his imagination to create a scene from "The Gruffalo" and was able to confidently use props he selected from a self-selection basket.

From the evidence provided you will note that he was able to complete all of the outcomes with ease.

We provided a range of opportunities which were challenging and had a range of experiences using a variety of resources which provided a breadth of opportunities for the child.

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

To further the child's knowledge in this area he will have to be challenged by further and more difficult tasks. He shows a keen commitment and has a high level of competence on the concept of rhyme.

Next Steps:

- Read a rhyming book independently
- Composing simple sentences using alliteration.
- When writing use lower and uppercase letters

Learner Evidence

Evidence

The child was able to tell which words rhymed with each other.

The child was able to predict which rhyming words came next in a story book



Teacher Voice

J was able to independently come up with the missing words while reading "The Gruffalo". He was able to predict the words due to the rhyming nature of the story.

The child was able to generate streams of rhyming words.

Child Voice

Josh - Snosh
Book - Look - Took
Pen - Ten - Men
Nose - Toes - Blows - Clothes

Teacher Voice

J was able to independently generate sets of rhyming words which included some nonsense words.

Practitioner Moderation Template

Learner Evidence

The child was able to draw pictures and write words of sounds that rhyme.

Child Voice

Den
Pen
Hen
Men



Teacher Voice

J was able to come up with 4 words that rhymed - den, pen, hen and men which he was able to write independently. When writing he used all uppercase letters. This will be developed as a next step.

The child selected matching rhyming pairs from a rhyming basket

Child Voice

Hat - Cat - Pat
Fox - Box - Gox
Car - Star
Moon - Spoon - Soon



Teacher Voice

J was able to confidently select items from a rhyming basket and independently match the items into rhyming pairs. There were some items in the basket which did not have a match.

The child was successfully able to use the rhyming bags.



Child Voice

Chair	Lock
Hair	Block
Pear	Clock
Square	Knock
Bear	Sock

Teacher Voice

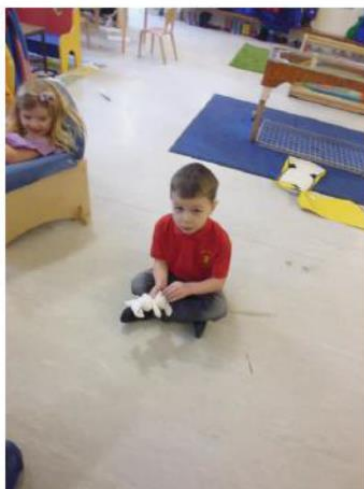
J was able to use the rhyming bags to come up with rhyming words.



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Learner Evidence

The child was able to participate in a drama activity acting out scenes from a well-known story.



Teacher Voice

The children enjoyed partaking in a drama activity while retelling the story of "The Gruffalo."

The children selected stuffed animal to use in the activity and each child played their character well.

J chose the character of the mouse and was able to use rhyming words as we went through the story.

Child Voice

"You see? Everyone is afraid of me! But now my tummy is beginning to rumble. My favourite food is Gruffalo crumble."