

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**



School Code	0
Practitioner Code	01
Curriculum Area(s)	Literacy 0-02a , Expressive Arts 0-12a
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

**Experiences and Outcomes:**

Lit 0-02a – As I **listen** and **talk** in different situations, I am learning to **take turns** and am developing my awareness of when to talk and when to listen.

Exa 0-12a – I have the **freedom to choose** and explore how I can use my **voice movement and expression** in role play and drama.

**Learning Intentions:**

- Learning to **listen** to a story, **talk** about it and **take turns**.
- Learning when to **talk** and when to **listen** in different situations.
- Learning to **choose** in role play situations.

**Success Criteria:**

- I can **listen** to a story.
- I can **talk** and **listen** in different situations.
- I can **take turns**.
- I have the **freedom of choice**.

**Briefly outline the range of quality learning experiences that have been provided:  
(Remember – Breadth, Challenge and Application)**

Throughout the year the children have a story on a daily basis. This allows them to develop their listening skills and become aware of when to listen and when to talk. Children are encouraged in these skills through the Hanen programme which the staff are trained in. As they develop and learn the skills of storytelling they get more involved in learning new words and finding out their meanings. This gets further developed in the imaginative area where the children copy and express their ideas as they have the freedom to choose and explore.

Focus child is a confident child and we felt she could be further challenged to take the story forward and enable her to develop her story telling techniques in front of her peers which she did successfully.

**Record the range of assessment evidence that was gathered (Say, Write, Make, Do)**

See attached photographs showing the child's evidence of Say, Make, Do.

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

**If not, what else would be needed to attain the outcomes?**

**Briefly outline the feedback and next steps provided to the learners:**

Focus child was given opportunity to read story to peers. She was very enthusiastic, however soon required a little support with the story. However, she still managed to encourage the children to listen and respond appropriately. They joined in with "Shhh don't wake the children". The children gave praise and encouragement to the focus child and she seemed very pleased with her performance and she was rewarded with a sticker. It gave other children confidence to become storytellers. Focus child used voice and mannerisms throughout the storytelling and again in the role play area as she helped Santa load the sleigh with presents.

Next Steps – To encourage focus child to read more independently to her peers in small groups.

## Learner Evidence

Shhh! by Julie Sykes

Children chase this story as it was getting close to Christmas.



T: "Why should Santa not wake the children?"

C: "because Santa would have to go back to the workshop and get the children and they won't get any toys."

I can talk in different situations.

I can listen to a story





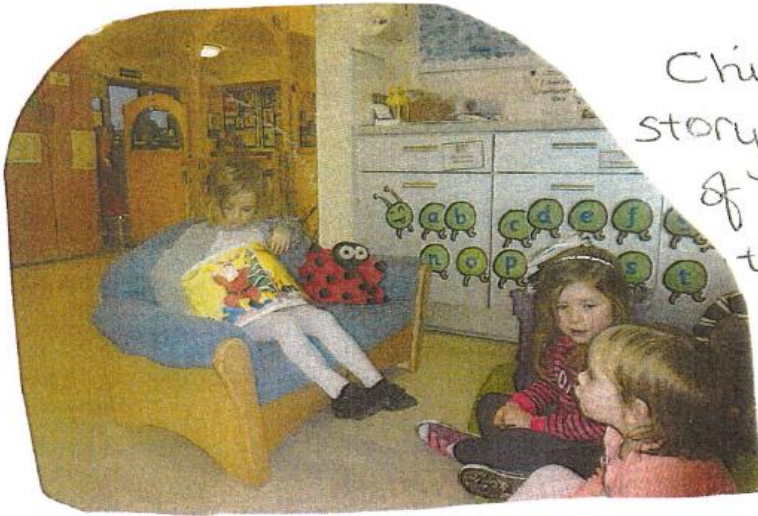
T: "What would happen if he misses our house."

C: "You won't get any presents."

"Shhh! you musn't wake the children"

I can take turns.





Child reads the story to a large group of children. Turning the pages, and using her voice to mimic Santa.

I can talk in different situations.



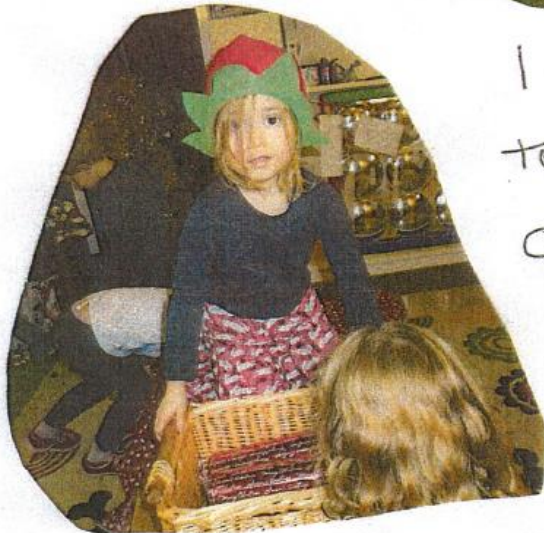
Peer Evaluation.



"It was good" said Adam  
"Shhh, it called" Ava  
"It was very good" Claudia

Exa 0-12a

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.



I am an elf, I make toys for children on Christmas Eve.

She has the freedom to choose and explore

I am putting presents on the sleigh.

She uses movement and expression in role play

