

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

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 0-01b/LIT0-11b

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write/ ENG 0-12a/LIT 0-13a/LIT 0-21a

Learning Intentions:

I can share my thoughts about a text

I can use my knowledge of sounds, letters and words to help me read

Success Criteria:

I can:-

Describe a character that I liked and explain why.

I can describe my favourite part of the story

I can identify beginning, middle and end sounds

I can sound out words and find a picture to match

Make words using magnetic letters/playdough

Find common words in a text.

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

The children in my class are extremely enthusiastic about learning to read and see this as one of the main reasons that they come to school. The children are provided with many opportunities to develop these very important reading skills. Each week a class book is chosen and reading skills are taught using this book as a stimulus for discussion. The children are encouraged to use what they already know about sounds, letters and words to help them read parts of the book of the week. Children take part in paired, small group and whole class discussions about different aspects of text.

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

Write

Name a favourite character from a book and say why?

Describe favourite part of the story

Make

Use magnetic letters and playdough to make words

Do

Listen for a given sound and place counter in corresponding box

Read words and match to picture

Find and count common words.

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

[See attached](#)

Pupil Voice:

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

[See attached](#)

Did the learner successfully attain the outcomes? **Yes**

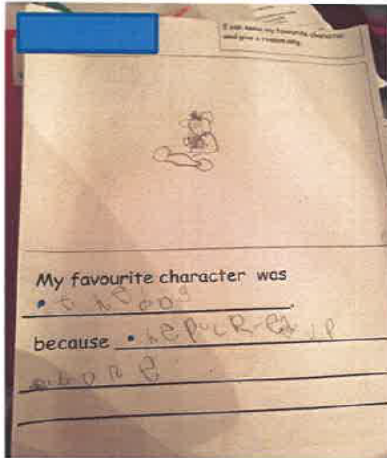
Practitioner Moderation Template

Learner Evidence

Learner Evidence

Appendix I.

LI: I can share my thoughts about a text.



Child's Voice

I've been learning to talk about my favourite character. That means a person in a book that I like.

SC: Describe a character that I liked and say why.

Following the reading and discussion; in pairs and then as a class; of "This is the Bear" by Sarah Hayes the child completed this written task.

Text is as follows:

"My favourite character was the dog because he picked up a bone."

SC: Describe a character that I liked and say why.

This discussion took place after the written task had been completed.

Adult: Does picking up a bone make the dog special enough to be a favourite character?

Child: Yes because he saved it from the dump. You shouldn't throw out food that you can still eat. It's not a good thing to do that.

Adult's Voice

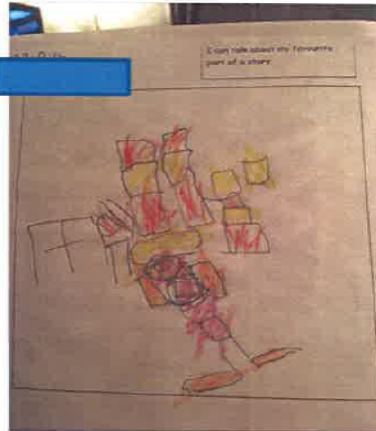
The child most certainly understands that characters are people in the book and was able to describe fully one that they liked. When I probed her on her written answer it became clear that she had thought outside the box and had chosen a quite complex but very viable reason for liking the character.

Practitioner Moderation Template

Learner Evidence

Appendix 2.

LI: I can share my thoughts about a text.



Child's Voice
Lots of things happen in a story. When you tell someone about your favourite part you say the thing that happened that you like the best.

SC: Describe my favourite part of the story.

I read 'At School' by Roderick Hunt to the class. I introduced the concept of 'parts of a story' and how we can have a favourite part. The children were asked to draw their favourite part firstly before sharing this picture with a partner. During this sharing session the children were asked to give a reason why this part was their favourite.

SC: Describe my favourite part of the story.

Friend: What was your favourite part?

Child: I liked the part when Kipper was playing with the blocks.

Friend: That was a really good part and it was my favourite too.

Lull in conversation after this

Child: You are supposed to ask me why I liked that bit! It was because Kipper wasn't sad to be at nursery anymore. He played and he liked it.

Adult's Voice

The child has a firm understanding that during a story a variety of events will happen. She was able to draw her favourite part and clearly articulated why this was her favourite part. In considering the character's feelings when choosing her favourite part she shows a deep understanding of how a book can evoke certain emotions and make you feel a certain way.

LI: I can use my knowledge of sounds, letters and words to read CVC/CCVC and common words.



SC: *Identify beginning, middle and end sounds.*
The children were paired in mixed ability pairings. One child had to choose a word and read it to their partner. They then had to choose one sound from the word and ask their partner where they could hear it. The partner would place a counter in the corresponding box of the elkonin grid. As a pair they would look at the word and check the position of the counter.



SC: *Identify beginning, middle and end sounds.*
Friend: The word is sad.
Child: No don't show me it. Ask me to listen for a sound.
Friend: ok. Where can you hear the 's'?
Child: I've done it now. Let's check. Show me the word again.
The word is revealed again.
Child: Yes I'm right the 's' is at the beginning. Now it's your turn.



Child's Voice
Sounds make a word a word.
There is always a sound at the beginning, one in the middle and one at the end.

Adult's Voice
The child has a solid understanding that each word is made up of a group of letters. She is very able in hearing the beginning, middle and end sounds in most words. She has a firm knowledge of her sounds and knows that sometimes two letters are sometimes needed to make one sound. In these more complex CCVC words she is also able to identify where in the word the sound is.

LI: I can use my knowledge of sounds, letters and words to read CVC/CCVC and common words.

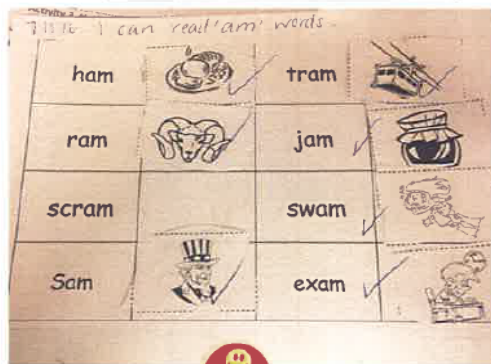


SC: Sound out words and match them to a picture.
The class were introduced to the 'am' word family through a story. Each page featured common words and 'am' words. I encouraged the focus child and others to read aloud using a variety of strategies such as sounding out and looking at the picture to help them achieve success. The child was then set the task of reading 'am' words in isolation and matching them to a corresponding picture.

SC: Sound out words and match them to a picture.
Adult: You have had a lot of success today in sounding out words and matching them to a picture. You must know all of your sounds well to be able to do this.
Child: Yes, some of them are easy. Like when its just a wee word. Sometimes it was tricky as it was a long word and I had to really think.

Child's Voice
To read a word you need to say all the sounds one at a time and then say them all really fast so that you hear the word.

Adult's Voice
The child has a deep understanding that to read a word you must blend all of the single sounds together. She is very capable in blending when presented with an unfamiliar word in isolation. She also is able to transfer this skill into her reading and often uses the sounding out strategy to decode words in a text.



LI: I can use my knowledge of sounds, letters and words to read CVC/CCVC and common words.



SC: Make CVC/CCVC words using magnetic letters/playdough.
The children were given a variety of word reading and building activities. The activities ranged in difficulty and the children were given ownership of their own learning by choosing which activity to complete. The first photo is of a playdough word building activity. Alongside the picture clue the word is written on the card also. The children build their own playdough word on top. The second activity features a picture clue and an empty elkonin box. The children had to find the letters needed to make the word. This is the activity that my focus child chose.



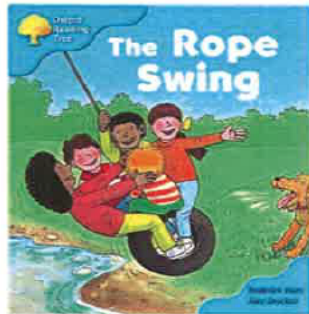
SC: Make CVC/CCVC words using magnetic letters/playdough.
Adult: Why did you choose to do this activity?
Child: The playdough one was too easy.
Adult: Too easy?
Child: Yes it told you the letters you need. That's cheating!



Child's Voice
When you make a word you have to find all of the sounds and put them in the correct box

Adult's Voice
As previously mentioned the child knows all of her sounds needed to read and build words. Due to her solid sound knowledge she is able to break down a word to hear the beginning, middle and end sounds in isolation. She very often attempts to spell words phonetically during writing tasks.

LI: I can use my knowledge of sounds, letters and words to read CVC/CCVC and common words.



SC: Find common words in a text.

The children were given a previously unseen ORT book which was pitched at an appropriate stage for their reading level. The children were paired up with a child of similar ability to complete the task. The children were asked to skim through the book and find how many times a given common word could be found.

I can find words that I know in a book.

the	and	a	said
9	3	2	2

SC: Find common words in a text.

In their pair the child and her partner decided on a very logical approach to finding the words. They started with the first word and skimmed the book from start to finish, recording each instance as they found it. When they reached the end of the book they started again only searching for a different word.

Adult's Voice
The child confidently recognises and reads common words when shown them in isolation. She was able to easily transfer these skills and identify a variety of common words in an unseen text.

Child's Voice
It's really fun searching in books for common words.