

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	F
Practitioner Code	F6
Curriculum Area(s)	Literacy/ Writing
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	

Experiences and Outcomes:

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

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.

Learning Intentions:

To record my ideas.

To use what I have learned to help me write.

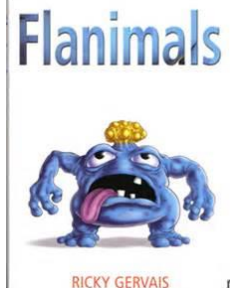
Success Criteria:

- I can create a model of my character.
- I can talk about my ideas.
- I can make up a word.
- I can draw my character.
- I can spell words I have learned before.
- I can sound out words.
- I can write about my character.

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

In this set of learning experiences the focus was to assess whether the children could apply what they have learned previously (taught common vocabulary and phonics) in a new context as well as sharing and recording their ideas in different ways.

The stimulus for writing was the book 'Flanimals' by Ricky Gervais. They were given opportunities to explore the layout of the books, the different flanimals in the text, what they look like and also how the author uses nonsense words to give his characters a name. They were encouraged to identify any interesting or funny words in the text and record them to create a 'Flanimals Word Wall'. This introduced the children to 'Flanimal Language' and the idea of making up words.



The children were then able to start to create their own flanimal (Personalisation and Choice). Each child was encouraged to create a model using playdough and discuss their flanimal with either a partner or an adult in the room, sharing and working through their ideas. Here the children were to use their knowledge of sounds and letters and how they work together to help them create nonsense words (Depth) and therefore give their flanimal a name. At this point, the children took a photograph of their flanimal and the name they had given it, as a method of recording their creation. This was the first opportunity for self-assessment as the children were required to read and blend their writing to see if they had been able to segment their desired sounds correctly and to make a nonsense word. As the evidence shows, the child was able to create a nonsense word using her knowledge of phonics.

Following this, the children were invited to draw their flanimal and write a description of their character. They were to focus on using previously taught sight vocabulary and to use segmenting to spell more ambitious words (Application). She was able to read her writing to the teacher, discussing how she sounded out more challenging words. As the evidence shows, this child was able to use her knowledge of taught sight vocabulary to spell words she knows, and use segmenting to attempt spelling other words she had not learned yet.

This was a challenging experience for the children that demanded a degree of creativity and well as applying previous knowledge to a new concept.

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

Make – This child was able to share her ideas through discussing them with an adult after making a model of her character. She was also able to draw her ideas too.

Say – The child was able to explain her ideas about her character to the teacher. She was able to use previously taught knowledge of how sounds work together to create nonsense words. By saying the word she wanted to create, she listened to how it sounded and then wrote what she thought it sounded like. Then by reading what she had written aloud she was able to self-assess to see if she had applied her knowledge of phonics (Challenge).

Write – This child was also assessed on whether they were able to spell previously taught sight vocabulary, as well as using segmenting to spell more ambitious real words (application).

Did the learner successfully attain the outcomes? YES/NO

The child was able to share her ideas in a variety of ways through discussion, modelling and drawing. She was able to share these ideas successfully, including creating a new word, by using her knowledge of sounds, letters and words and how these work together. Finally, she was able to record these ideas in the more formal structure of sentences.

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

Oral feedback was delivered to the child throughout the learning experience. When she had initially created her flanimal, she was able to describe its characteristics as shown in the transcript. She was then able to verbally discuss the name she was creating for it and then encouraged to sound it out and write it. As the evidence shows, the child felt she was successful in applying her knowledge of how sounds work together to make up a word.

When drawing and writing about her character, she was able to sound out any words she was unsure of. As shown in the evidence, the child did find certain words challenging such as 'ls' instead of eyes. The teacher encouraged her to write how she thought it sounded, and although the pupil knew it was not correct, she was able to make an attempt at writing it. When discussing her finished piece of work, the child was able to read what she had written clearly, and state that she found some words tricky, but had clearly applied her previous knowledge to help her.

When discussing next steps, the child was able to say that she wanted to make up more flanimals because making up the names was fun. Following this learning experience, the child would be encouraged to apply her knowledge of sounds and how they work together to other writing contexts. She would also be encouraged to develop her skills in spelling by using word walls to support spelling of contextual words that she may be unsure of, or to use her knowledge of onset and rhyme.

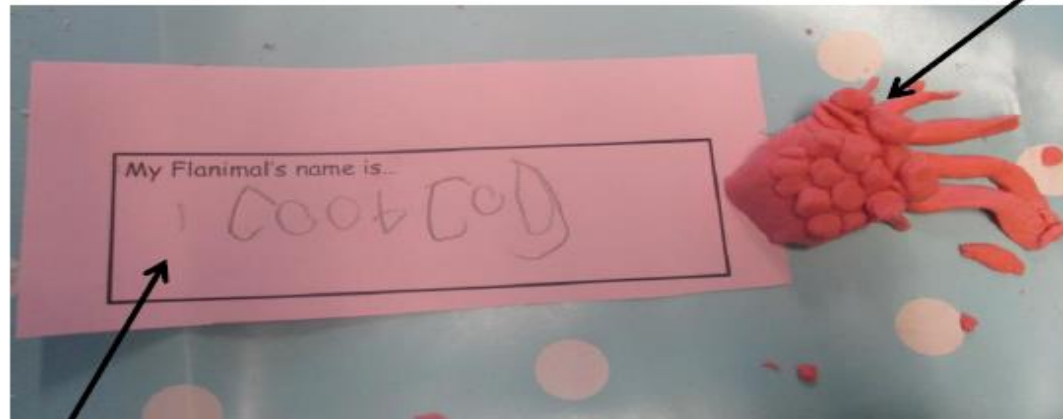
Pupil Voice:

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

Though the children were not involved in the negotiation of the success criteria, they were encouraged to reflect on their work to see if they had achieved them. The children were given opportunities self-assess on numerous occasions and reflect on their learning against the success criteria. When discussing her writing, the child shared how she was able to apply her knowledge of sounds to help her to segment words she did not know the spelling of/ was making up, and how she overcame that by using her knowledge of sight vocabulary and phonics.

Assessment Evidence

Learning Intention:
To record my ideas.
To use what I have learned to help me write.



I can create a model of my character.

Teacher: Tell me about your flanimal. It looks interesting.
Child: It lives under the sea, so it has lots of legs like an octopus.
Teacher: I can see that – good thinking! And what about this part on top?
Child: That's its eyes. It has lots of eyes to help it see.

I can make up a word.

I can talk about my ideas

Teacher: What are you calling your Flanimal?
Child: I'm calling it a (*reads her nonsense word*) C-oo-t-c-o-g. Cootcog. I thought of the sounds I wanted to use and then I wrote them down. I think it sounds funny.
Teacher: Cootcog. Is that how you wanted your name to sound?
Child: Yeah. That's what was in my head before I wrote it.

After creating her model, the pupil was able to share her thoughts and ideas clearly when discussing her character. She was then able to assess if she had been successfully made up a word using her knowledge of sounds and how they worked together.

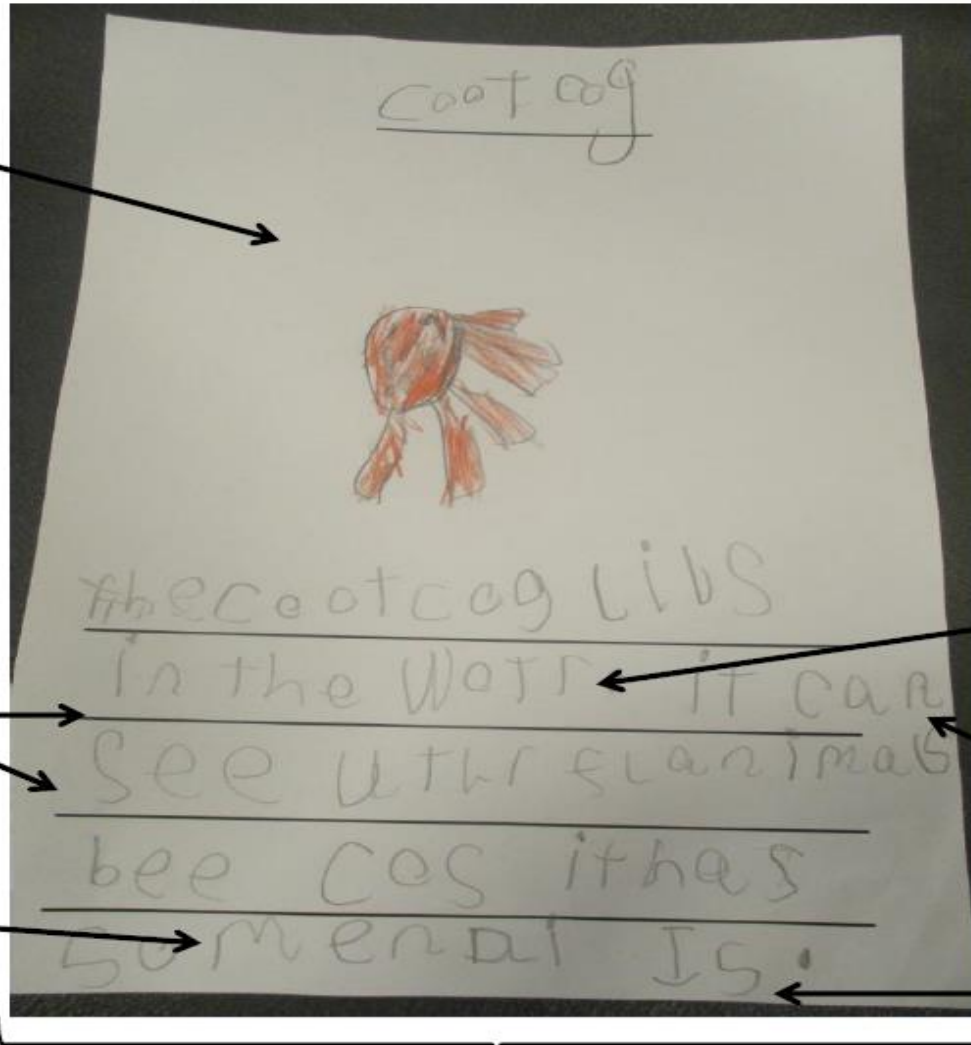
Assessment Evidence

Learning Intention:
To record my ideas.
To use what I have learned to help me write.

Teacher: This is some fantastic writing. Can you read it to me?
Child: *reads text aloud*
Teacher: Well done. I can see you have tried hard to spell the words you know. Were there any words that you found tricky to sound out?
Child: I wasn't sure how to spell eye. I know it's not right. But I know how to spell 'I' so I put that in.
Teacher: That was a good idea. You have used the sounds and words you know to help you write today. Well done.

I can draw my character.

The pupil was able to record her ideas in a drawing, as well as writing them.



I can spell words I have learned before.

I can sound out words.

I can sound out words.

I can spell words I have learned before.

I can sound out words.

I can write about my character