

**Learning Experiences and Outcomes:**

Curriculum Organiser - **Enjoyment and choice;**

**LIT 0-11a** I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

Curriculum Organiser – **Tools for Reading;**

**LIT 0-13a** 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 identify patterns in words.
- To identify sounds, letters and words.
- To discover how sounds, letters and words work together to help me to read and write.

**Success Criteria:**

- I can identify pairs of rhyming words.
- I can recite rhymes confidently.
- I can identify the words in spoken sentences.
- I can say what I like/dislike about a story.
- I can recognise simple sounds and combinations of sounds.
- I can match objects to their initial sound.
- I can understand letter/sound relationships.
- I know that print is read from left to right and from top to bottom.
- I can ask and answer questions about what I am reading.

**Briefly outline the context and range of quality learning experiences.**

(When reading a story to the class we became aware that the child was able to read along with good expression and intonation in voice, beyond her chronological age and not typical of the other children's reading ability. The child could not transfer this ability into writing, finding sounding out or identifying some individual sounds difficult.)

The class enjoy reading stories, singing songs and rhymes. In P1 this happens almost daily. During discussions we explored how we read and what we need to do to be able to read. The children showed some awareness of letters and words and were keen to learn more which we developed during our class planning conversation by identifying a variety of areas across the curriculum that we could utilise to help us learn sounds, letter and words.

Children began to learn single sounds using the Jolly phonics scheme, and used magnetic letters to begin word building. Along with a variety of other game based activities and writing opportunities to reinforce the children's sound/letter knowledge, they accessed ICT literacy learning websites to support learning.

During play sessions we set up a play dough table to make sounds and words, helping to develop a sense of formation in writing.

We went for a word hunt around the school to find sounds/words in our environment.

The YMI (CREATE) music specialist explored beat, rhythm and rhyming patterns and using listening skills to respond to different genres of music. Further developing literacy skills through expressive arts, we used our PE sessions to explore physical literacy making letter shapes with our bodies during gymnastics.

The children made use of the class and school library to choose books to explore characters and rhyme.

The children applied some of their skills by performing in the infant Nativity, learning to recite their role by heart.

**Activity 2b**

**Record the range of assessment evidence considered to meet the success criteria, considering breadth, challenge and application.**

**Say**

- Take part in group discussions – share what you know about reading.
- How many beats (syllables) are in my name.
- Likes/dislikes of a story.
- Identify rhythm patterns in songs/poems.

**Write**

- Label a picture.
- Sequence a story.

**Make**

- Words using magnetic letters

**Do**

- Clap out beats to split my name into syllables.
- Sing phonic sound songs and match the action.
- Play word games.
- Read aloud and listen to stories.

**Record the open-ended questions you may ask to evidence that the learner has met the success criteria.**

- How do you read?
- Are you good at reading?
- How do you know?
- Can you tell me two words which rhyme?
- What do you enjoy about reading?
- Tell me some common words?
- What are you reading in school?
- Where else do, you read?
- What's your favourite book?
- How do fairy tales start?
- How do Fairy tales end?
- Tell me about a word you like from your story?
- Who reads to you?
- Who/what is your favourite character and why?
- Do you read anything by Scottish authors?

**Activity 3 National Benchmarks**

**How does the assessment evidence relate to the relevant national benchmarks?**

Both the written annotated and video assessment evidence clearly relates to the relevant national benchmarks. The Learning intentions and success criteria are relevant to the Experiences and outcomes chosen and the assessment evidence provides gives a clear picture of the learner's progress towards achievement of Early level.

**LIT 0-11a**

- Chooses a story, book or text, for example, making use of the cover, title, author and/or illustrator.
- Shares and discusses a variety of texts, giving reasons for likes and dislikes.
- Participates in storytelling sessions, using pictures, repetitive parts of the story or rhyme to make predictions.

**LIT 0-13a**

- Knows the difference between a letter and a word.
- Reads from left to right and top to bottom.
- Uses knowledge of sounds, letters and patterns to read words.
- Recognises common words in texts.
- Uses knowledge of sight vocabulary/tricky words to read words in context.
- Reads aloud familiar texts with attention to simple punctuation.
- Uses context clues to support understanding of different texts.

## PART TWO

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

As an enthusiastic learner and reader this child was actively engaged during this process and was given oral feedback on her progress during our daily class plenary sessions.

Using our learning board the child had opportunities to identify success criteria, thus developing an understanding of the necessary skills they were learning but also to determine next steps when evaluating their learning. She is encouraged to share her knowledge with others as a 'Temp teacher'. She helps her peers sound out words during news writing and was able to demonstrate her reading skills by reading her news writing aloud for her peers. Her news writing was chosen for the Good Work award and she received a certificate to take home. Her developing skills earned her the role as an Innkeeper for our Nativity, learning her part by heart and reciting her lines with lovely expression and clear voice.

She earned stars on her star tracker for successful learning and on her learning tweet sheet she could colour the green smiley for successfully reciting her reading and common words. She also regularly earns Golden cups for her phonic homework by, identifying sounds in words and demonstrating appropriate letter formation.

Any written work is given two stars and a wish by the teacher.

Next Steps:

- She must learn to better pace her reading, ensuring she reads each word and doesn't add words that aren't there.
- She must apply her word attack knowledge to decode tricky or unfamiliar words instead of firstly, predicting words. This will aid her comprehension of texts.

Next Steps/Home Links: Staff shared findings with parent in order to help support the child's development in reading. The parent clearly plays an active role in developing her child's reading skills and is happy to support the child in applying their next steps by modelling reading at home and reinforcing paced reading and word attack skills.

**Pupil Voice: What have you learned? How did you learn? What skills have you developed?**What have you learned?

"I have been learning about the sounds that letters make"

"I learned to spot sounds in words" "I found 'w' on the Wow Wall sign"

"When you join sounds together they make words that you can read"

"I learned that if a word is tricky it can be split into little parts called syllables"

"I learned to use rhythm to match the words in a song or rhyme"

"I learned to look at the pictures in my book to help me understand what is happening in a story"

"I learned about beginning, middle and end sounds"

"I learned to un-jumble a story and put it in the right order"

How did you learn?

"We learned about rhyme and rhythm and beat with the music teacher"

"We sing songs with actions to help us remember our sounds"

"I play games to help me learn"

"I use the smart board to write my sounds. I like rainbow writing too"

"We read lots of stories" "I take my reading book home and I practice with my Mum and Gran"

"My teacher reads to us in class" "I like to read with my P7 buddy"

# Learner Evidence

**Learning Intention:**  
To identify patterns in words.



*I can recite rhymes confidently.*  
The child participated in specialist music session to promote literacy development. Here she is tapping out the rhythm of the words in a rhyme.

*I can identify pairs of rhyming words.*  
The child played a game of rhyming bingo. Here she could call out when she heard a word that matched (rhymed) a word on her card.

**Child's Voice:**  
"I can see you have a card with pyjamas on it so that must be my match cause I have a picture of bananas".

**Adult Voice:** During this game the child was able to not only identify her own rhyming matches but could remember some of the words on her opponent's card and would help them to play the game by indicating where the card should be placed. (SEE VIDEO CLIP)  
**Adult Voice:** The learning of rhythm in music sessions has allowed the child to develop her understanding of how words are broken down. This presented a clear context and pathway to work with the class on syllables.



**Teacher:** I will tap out the rhythm of rhyme on my claves and I want you to tell me what word I stop on.  
(Teacher taps without speaking:  
En gine en gine num ber nine  
1 2 1 2 1 2 1  
Go ing down the glas gow line & Stops)  
1 2 1 1 1 2 1  
**Child:** You stopped on line  
**Teacher:** Well done that is correct. Can you tell me the word that rhymes with line?  
**Child:** Yes, line rhymes with nine.  
**Teacher:** Wow! Great listening.



## Practitioner Moderation Template

### Learning Intention:

- To identify sounds, letters and words.

I can identify the words in spoken sentences.

The child could read the sentences she had written.

When asked to identify words from the page out of order she could point to them. She could also identify some words from her reading word list.



**Child's Voice:** "I drew a picture of me and my auntie when I went to see the Christmas lights" "I was smelling the flowers" "I have written two sentences today"

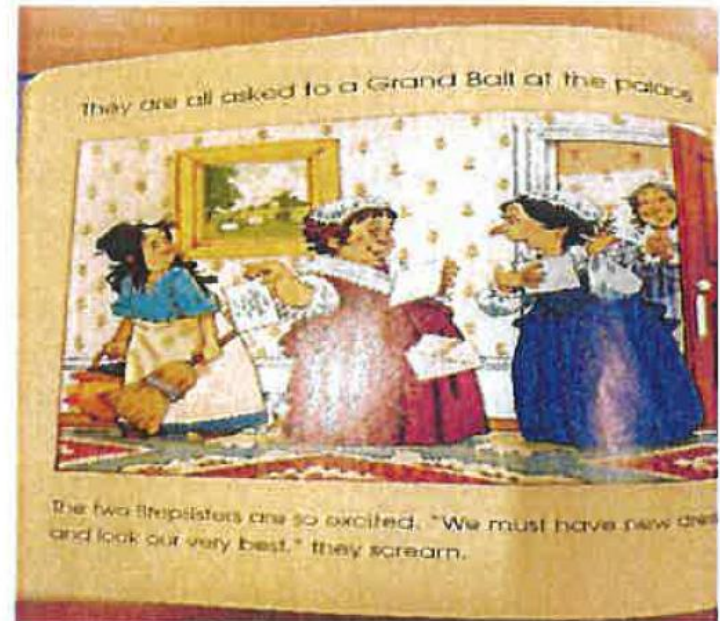
**Adult Voice:** The child could confidently talk about the picture she had drawn and included detail about who was in the picture and what was happening. She stated the words to use and punctuation she wanted at the end of each sentence, showing an awareness of sentence structure.

## Learner Evidence

I can say what I like/dislike about a story.

The child could quickly identify her favourite part of the story she had chosen to read. She turned the pages to stop on the page below and used the picture to provide justification for her decision.

(SEE VIDEO CLIP)



**Child's Voice:**

This is my favourite part of the story because I like the ugly sisters' dresses.

Learning Intention:

To discover how sounds, letters and words are used together to make meaning of texts.



I can recognise simple sounds and combinations of sounds. The child participates in weekly jolly phonic sessions. Here the child is demonstrating the action for the sound 'w'. By developing the child's knowledge of phonic sounds and letter names she can understand how words are made.



Child's Voice:

"I am getting good at writing 'w'. I start at the top and go down, up, down, up." "It's like a zig zag line."  
"I spotted the 'w' sound in words and circled them."  
"w is the sound the letter makes and W (double -you) is the capital letter name"

Adult Voice: The child can apply her learning with the classroom and surrounding environment. She reads signs, identifies sounds within them and uses her knowledge to create her own texts.

I can recognise simple sounds and combinations of sounds.

During active literacy, the child used magnetic letters to begin word building. She chose a CVC word card and began sounding out the letters to make the words. This also helps to reinforce letter recognition and shape formation in writing, as well as developing word attack skills for reading. (SEE VIDEO CLIPS)



Child's Voice:

The first sound is 'n'. "hear the aeroplane 'n' " ( child does action)  
The next sounds is 'a'. " a, a, ants on my arm" (action)  
The last sound is 'p' "puff out the candles on the pink pig cake, p,p,p"  
" n, a, p" It says nap"  
" I like to go for a nap."

Adult: What are you doing ?

Child: I am making words.

Adult: How do you do that?

Child: You find letters the letters from the words page and put them together to make different words.

Adult: Do you like making words?

Child: Yes, and sometimes my teacher makes silly words that sound funny to trick me.





**Child's Voice:**  
"I can make a rhyme with these words;  
The fat cat, sat on the mat."

**Learning Intention:**

To discover how sounds, letters and words are used together to make meaning of texts.

**I can recognise simple sounds and combinations of sounds.**

The child could repeat given CVC words and with confidence identify the beginning, middle and end sound.

**Adult:** Can you tell me something about these words?

**Child:** They all have (a) in the middle and (t) at the end but the beginning sound is different.

**Adult:** Can you think of another word that sounds the same?

**Child:** Fat!



**I can recognise simple sounds and combinations of sounds.**

The child had opportunities to apply her learning and transfer skills from other areas of the curriculum. She could identify where the syllable split occurs in her own name and draw in a syllable break line. She could display her work under the correct heading. (as shown)

My name has  
2  
syllables

**Child's Voice:**

**I can clap the beats  
In my name.**

**My name has two  
beats.**

**I think the line goes  
between the (i) and  
the (r)**

**Adult Voice:** The child used ICT time to play a beginning middle and end sound game and a syllables game. This encouraged the child to think carefully about all the sounds within words and to make connections with word construction. This develops the child's work attack skills in reading tricky or unfamiliar words. The child often predicts tricky words instead of accurately sounding out or chunking words which can affect her understanding and comprehension at times. Developing these strategies will give the child additional support when beginning to read more complex texts.