

**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	D
Practitioner Code	17
Curriculum Area(s)	Literacy and English Social Subjects
Level	First
Stage(s)	Primary 3
Specific subject (if applicable)	

Experiences and Outcomes:

I can share my thoughts about structure, characters and / or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.

ENG 1-19a

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.

LIT 1-04a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others.

LIT 1-26a

Learning Intentions:

We are learning to

- Understand and identify the elements of setting.
- Comment on the author's choice of words and say why it was effective.
- To select and / or generate interesting words and ideas to write about a setting.

Success Criteria:

I can

- Listen for and identify words used to describe a setting.
- Comment on how effective the words were.
- I can choose and / or think of interesting words to describe a setting.
- I can use words describing setting in my own writing.

(These were the criteria identified by myself as what the children may have generated. See below for actual wording of success criteria for the writing lesson.)

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

Initially, before beginning to read the class novel, the children's understanding of setting was explored and discussed. During group reading time each child used their own reading scheme book to identify setting and discuss the author's word choice to ensure understanding.

Over a number of short sessions the novel – The Mystery of the Ancient Pyramid: Cairo Egypt, by Carole Marsh was read to the class with regular discussions around the setting of the story.

The children identified examples of how the author had described the setting with reference to elements of time, place and atmosphere and discussed the effectiveness of these words or phrases and how they made them feel.

We used one description as a stimulus for drawing (See appendices) and discussed how we were able to picture the scene from the author's use of language.

While reading the novel we also generated some alternative words and phrases of our own and created a bank of words and phrases as we progressed through the book.

During a writing lesson the children were asked to write an imaginative story set in present day Egypt or Ancient Egypt with a focus on describing the setting. Success Criteria were negotiated with the children as follows.

I can write a story about (Ancient) Egypt.

I can describe the setting.

I can use interesting vocabulary from the word bank or think of my own.

I can use capital letters and full stops.

These were discussed as a class, written on the interactive board and displayed throughout the lesson.

After oral and written feedback the piece of writing was redrafted in a word document.

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 – Discuss author's word choice from class reader

Write – Write a story set in (Ancient) Egypt as part of class topic.

Make –

Do – Create a word bank from setting words used in class reader and those generated by the class. Draw a picture using a passage from the class novel as a stimulus for showing understanding of setting.

Did the learner successfully attain the outcomes?

The learner was successfully able to identify and comment on words and phrases used to describe setting in both their Storyworld text and the class novel. (see pupil voice for comments)

The learner was able to draw a picture of a setting in the class novel and discuss elements of the drawing.

In the first draft of their writing the learner seemed to focus on the action, however following oral and written feedback they were able to include more words and phrases from the word bank and of their own choosing to enhance their description of the setting in the redrafted, typed work. (see evidence)

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

The learner was praised for correctly identifying examples of setting in both their reading book and class novel. They were encouraged to generate some examples of their own and compare effectiveness of examples: the author's versus their own. They were also encouraged to comment on examples generated by other learners.

The learners gave peer feedback on the drawings. The feedback given to this learner by another child was "You did a good job. You got the parasols and the fountains. You managed to make the cloth look like it was blowing."

The learner being assessed here gave the feedback "I like how you drew the chairs, and you remembered to put glasses on the table. I think you've drawn the setting really well, it's how I pictured it in my head."

The written feedback given on their story was also discussed orally to ensure understanding.

For written feedback see annotated evidence.

Pupil Voice:

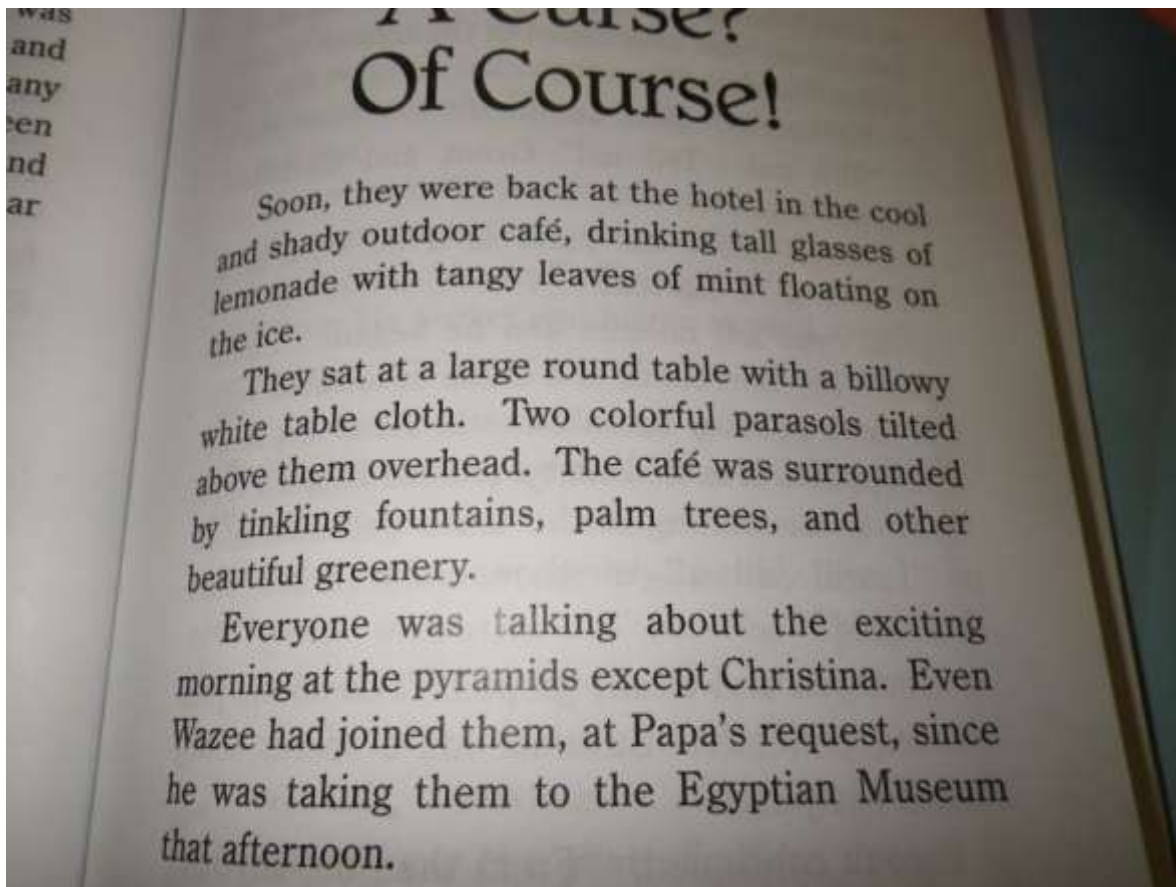
What have you learned? How did you learn? What skills have you developed?

I liked listening for how the author described the setting. There were some great words like airless and undulating, I know that means going up and down. I think the author did a good job of making a picture of what it looked like.

I looked for ways to describe where the characters were in my reading books. I know that you've done a good job if people reading the story can get a picture in their heads of what it looked like. I think people could draw a picture of what I was thinking of by reading my description of inside the pyramid.

I'll try to think about describing where my stories are set better. I want people to be able to picture what it's like. I probably need to add words for time but I think I got what the place looks like and the atmosphere being spooky. I came up with "a huge, terrible sand dune."

The passage from the class novel used as stimulus for discussion and drawing.



Drawing done by this learner in response to above passage.



Word bank created from words and phrases identified by the learners from the class novel and generated by the learners themselves.



First draft of story.

One day I went to Egypt and I feel like I was in an oven. Later I went to the pyramids. It had lots of narrow passageways. It felt airless. Outside there was a terrible sand dune. It was so hard to get over. Soon I went to King Tut's tomb. It was spooky, there were hieroglyphs on the walls. After that I went to a cafe. At the cafe there was lots of fizzy juice.

I drank all the fizzy juice. It was scrumptious. Soon I went to the ho for a big sleep before daylight. I snuggled out of my bedroom and went out to play. After that I went back to the bed. It was dark, really dark.

- * Good story about visiting Egypt.
- * You've used some interesting vocabulary
- * Try to give more description of the setting. Use the wordbank for some ideas.

Redrafted piece

Tuesday 12th December

One day I went to Egypt and it felt like I was in an oven. Later I went to the pyramids. They had lots of narrow passageways. It felt airless and there were scarab beetles scuttling in to the corners. There were statues of important people like pharaohs and gods. There were hieroglyphics on the walls and I needed a torch to see. Outside there was a huge, terrible sand dune it was so hard to get over. Soon I went to King Tut's tomb. It was spooky, there was hieroglyphs on the walls. After that I went to a cafe. At the café there was lots of fizzy juice. I drank all the fizzy juice, it was tasty. Soon I went to the hotel for a big sleep. Before daylight I sneaked out my bedroom and went out to play. After that I went back to the bedroom. It was dark, really dark, I couldn't see anything. Soon I woke up and ate my breakfast it was tasty. Later I made some sand angels and I got sand in my mouth. Then I had lunch. I had sausages they were the best. Then it was time to go to the sandiest place in Egypt. It was so sandy I started to sink down. I thought that I should go to Cairo. The road was busy I had to go a little bit quicker than usual to cross the road so I wasn't knocked over. Then I met an Egyptian guy, he was weird, but I still made friends with him. Then I needed a rest so I went back to the hotel and had a rest. Then I had more fun in the sand, it was amazing.

Written feedback

* You've given a really good description of the inside of the tomb, I particularly like the "scarab beetles scuttling in to the corners."

* You've used capital letters and full stops correctly, well done.

Take care not to try to fit too much action in without giving details. For example: How did you sneak out of your room? What was weird about the guy?