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	C
Practitioner Code	C1
Curriculum Area(s)	Literacy
Level	Early
Stage(s)	P1
Specific subject (if applicable)	Reading and Listening & Talking

Experiences and Outcomes:
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-16a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a

Learning Intentions:

- To link my own experiences and knowledge to the texts I am reading.
- To use picture clues and phonics to help interpret the story.
- To share my own experiences and knowledge relating to a story.

Success Criteria:

- I can link what happens in the text to what I already know about dogs.
- I can use picture clues to help me make sense of the story.
- I can use sounds to check picture clues make sense.
- I can talk about the characteristics of dogs.
- I can use what I know about dogs to help me explain what's happening in the text.

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

To link with the Bingo reading books and playful pedagogy in primary 1, children had the opportunity to look after a toy dog in the role play zone and to explore fiction and non-fiction dog books in the library zone. Links were also made to enable children to write imaginatively in the writing zone.

Our core reading scheme is Storyworlds and the group were reading the Stage 2 Animal World books about a dog called Bingo.

Lesson One
Prior to reading the new text, children drew pictures of what dogs do and shared these pictures with the group. The children were introduced to the Bingo book, Yum Yum, and the character of Bingo was discussed. Children were asked to predict what might happen, based on the front cover and drawing upon their own knowledge and experience of dogs. This was followed by a guided reading of Yum Yum.

Lesson Two
Children worked in pairs to recall what they had learnt about dogs in the previous lesson. Children were given a new Bingo book, Bingo and the Bone, and asked to read this independently. The children's ability to decode the text using phonics and picture clues was monitored. The group then came together to discuss the text and their understanding of the text was determined. We then re-read the book together.

Lesson Three
Children worked in pairs to retell the story of either Yum Yum or Bingo and the Bone to their partner. As a group we then compared the events taking place in these books. We discussed why Bingo behaves in the way he does.

Lesson 4
Children were introduced to a new Bingo book, Bingo wants to play. They used their knowledge of Bingo's character as well as their knowledge of dogs to predict what would happen in this text. As a follow up, they drew and wrote the two key ideas from the text to show their understanding of the story and of Bingo.

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: talk about the characteristics of dogs
    explain to a partner/the group what is happening in the text.

Write/say: draw a picture of what a dog can do and present it to the group.

Do: use picture clues and sounds to make sense of the story

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

See feedback and next steps on annotations on evidence.

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

I have learned that dogs can be naughty and cheeky sometimes. Bingo is a helpful dog but sometimes he makes a mess, like when he pulls the jelly off the table. Bingo is quite a lot like my dog, they behave in similar ways. The books were quite easy to read. I have learnt that I can use my sounds when I don't know words and that helps me to read them. I can also look at the pictures and use them to work out what is happening.

Did the learner successfully attain the outcomes?   YES

Learning Intention: to share my own experiences and knowledge relating to a story.

Success Criteria: I can talk about the characteristics of dogs.

Learner drew a picture of something he knew about dogs and what they can do. He then explained his picture to the class. His explanation showed that he was able to talk confidently about dogs.

"My drawing shows a dog at the play park. He is running after a stick and fetching it. Dogs also like to dig in parks."
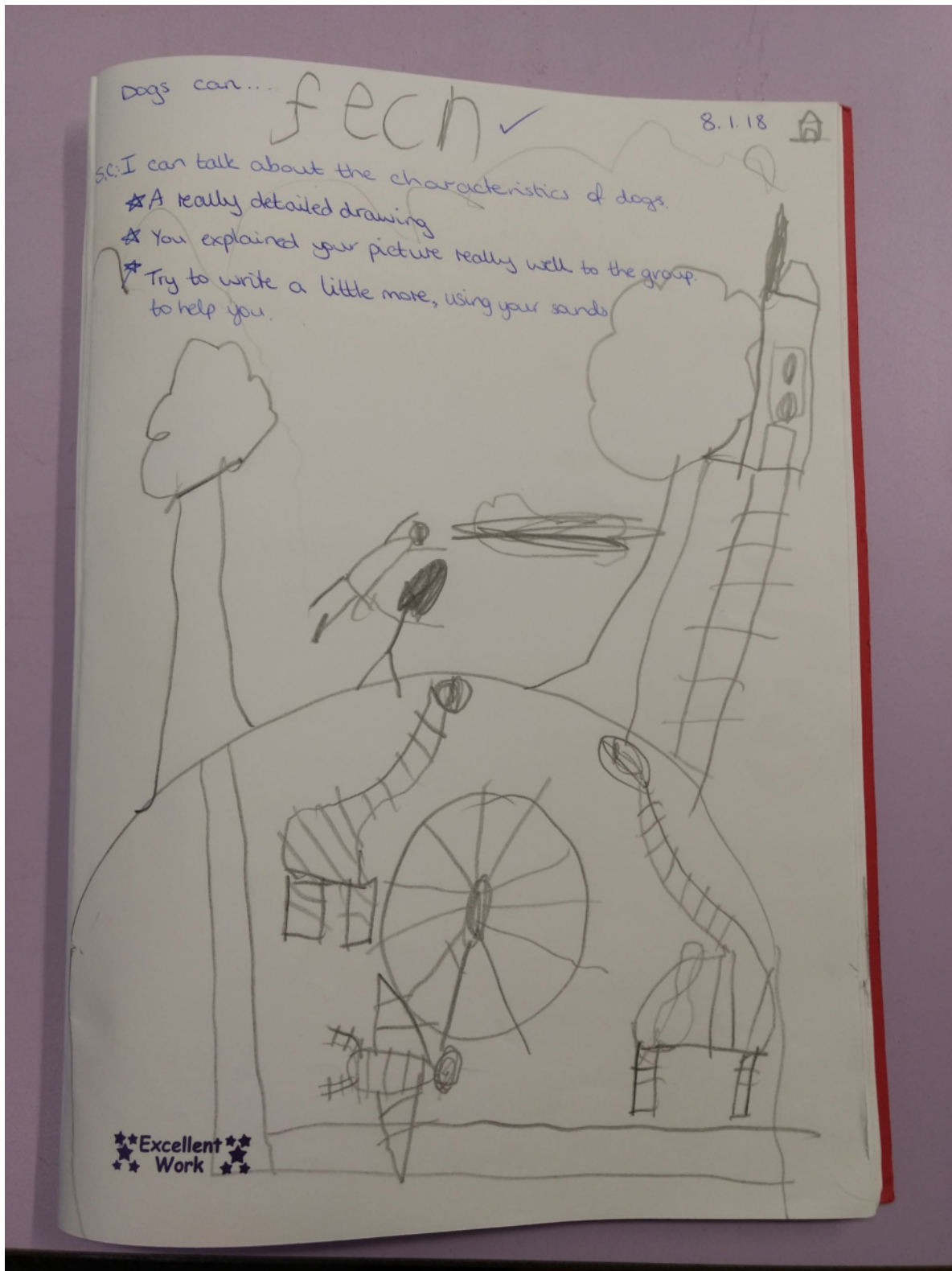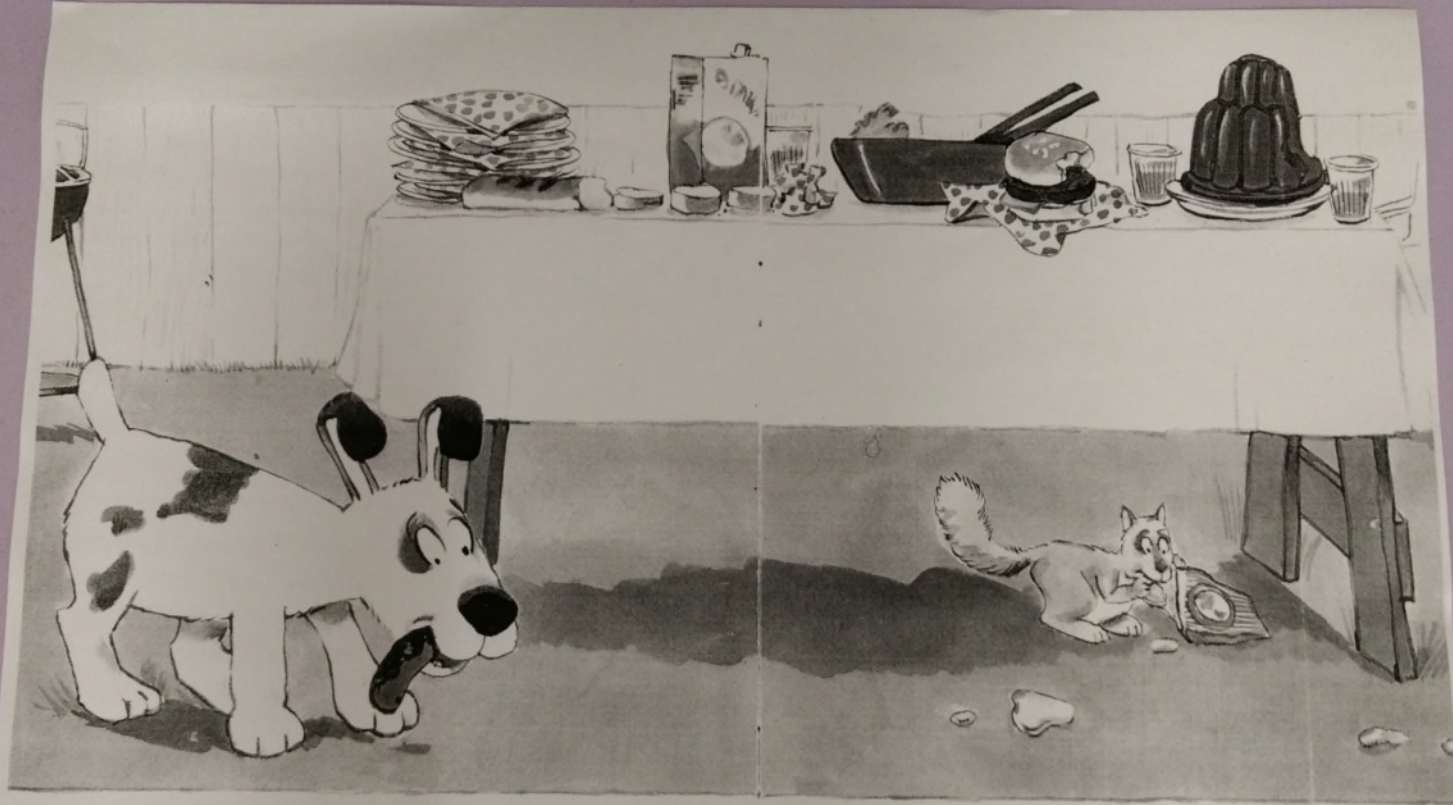
'I can eat a sausage,' said Bingo.

'Yum, yum!' said Bingo.

Learning Intention

To use picture clues and phonics to help interpret the story.

Success Criteria

- I can use picture clues to help me make sense of the story.
- I can use sounds to check picture clues make sense.

Learner used his knowledge of phonics and picture clues to help him to read 'sausage'.

He said that he knew it must say sausage because it began with *s*, it had another *s* in the middle and the dog had a sausage in his mouth.

Learning Intention

To link my own experiences and knowledge to the texts I am reading.

To share my own experiences and knowledge relating to a story.

Success Criteria

I can link what happens in the text to what I already know.

I can talk about the characteristics of dogs.

Children worked with a partner to discuss the character of Bingo as he is presented in the text.

Teacher: Based on the stories we've read so far, do you think Bingo behaves like a real dog?

Learner: Yes, because dogs like to dig and fetch bones. My dog can be cheeky sometimes like Bingo is. He [learner's dog] likes to eat our dinner, just like how Bingo ate all the party food in 'Yum Yum'.

Learner was engaged with the texts and he answered questions confidently with reference to the text and to his own knowledge and experiences.

'Can I help you?' said Bingo.   'Yes, you can,' said Mum.
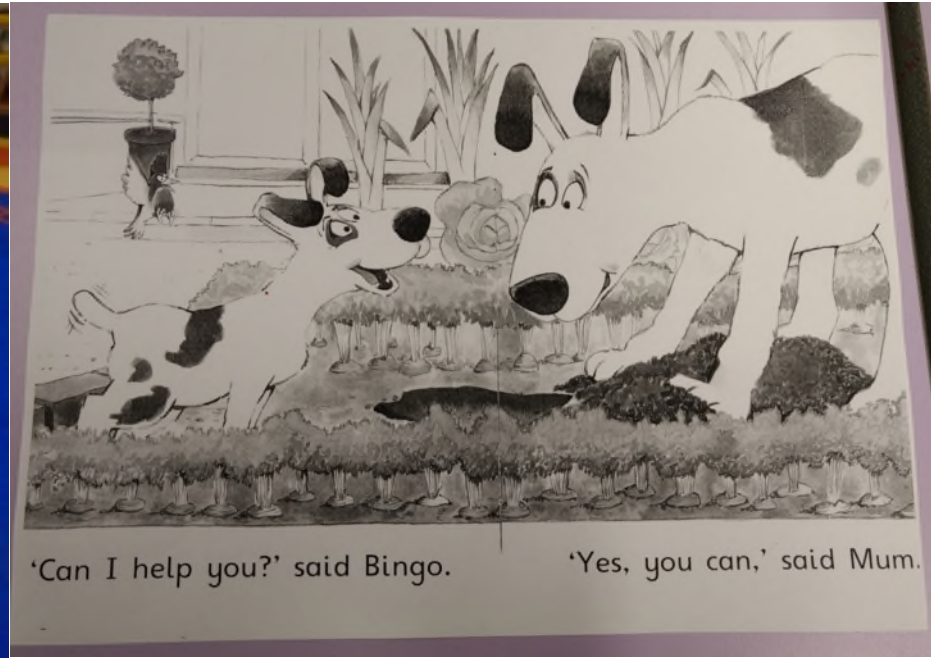
Learning Intentions

To use picture clues and phonics to help interpret the story.
To link my own experiences and knowledge to the texts I am reading.

Success Criteria

- I can use picture clues to help me make sense of the story.
- I can use what I know about dogs to help me explain what is happening in the text.

Learner explained that Bingo was "happy and keen" to be helping in the garden. He said he knew this because Bingo was "wagging his tail and panting, which dogs do when they are happy".

Learner therefore demonstrated that he was using both the pictures and his own knowledge to help him understand the text.