

**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	F
Practitioner Code	F3
Curriculum Area(s)	Literacy and Expressive Arts
Level	Early Level
Stage(s)	P1
Specific subject (if applicable)	Reading and Drama

Experiences and Outcomes:

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **Understanding, Analysing & Evaluating LIT 0-19a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **Expressive Arts 0-13a**

Learning Intentions:

- To show understanding of events in a story
- To share my thoughts about a character

- To assume the role of a character
- To share ideas, thoughts and feelings about a given scenario

Success Criteria:

- I can sequence events correctly from a fiction text and describe what is happening
- I can read a text demonstrating understanding
- I can create a text showing understanding of the events in a story
- I can express my thoughts about my favourite character

- I can take on the role of a character from a fiction text
- I can answer questions about a character using prior knowledge and my imagination.
- I can ask relevant questions based on prior knowledge about a character

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

As part of Book Week Scotland the children really enjoyed reading together 'Gorilla Loves Vanilla' by Chae Strathie. The children loved the characters and events and this provided a suitable context to develop reading and drama skills.

Activities-

- Sequencing story events – Learners to cut and stick in order pictures from the story depicting key events, and then to describe what is happening in the pictures.
- Sam's Café Ice-Cream Menu–Learners to read phonetically regular words containing phonemes already introduced and to demonstrate understanding by drawing appropriate ice-cream flavours.
- Create an ice-cream menu -Learners to use their imagination to create a menu in line with events in the story.
- Favourite character- Learners to draw their favourite character and explain why they chose them.
- Hot seat –Learners to choose a character from the story and take on the character's role. Learners to tell some information about themselves. Then they will answer questions asked by the other learners. Learners also to be given the opportunity to ask questions of other children assuming a character's role..
- Role play - Learners to play with lollipop stick puppets depicting the characters from the story and to retell the story sharing thoughts, ideas and feelings as they play.

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

- Learners will describe story events depicted in pictures taken from the text
- Learners to explain choice of favourite character
- Learners to take on the role of a character, giving information about themselves and answering questions using relevant prior knowledge and their imagination
- Learners to ask relevant questions to someone taking on the role of a character
- Learners to use characters puppets to share thoughts, ideas and feelings about the scenario as they play

Write

- Create an ice-cream menu with words and illustrations
- Write why character is chosen as a favourite

Do

- Order illustrations of events from the text
- Read words on a menu and draw appropriate illustrations
- Draw their favourite character
- Roleplay with puppets

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 could order events from the story correctly and could describe accurately what was happening. Verbal feedback given-learner was praised for putting pictures in order and for being able to describe events. Written feedback given on sequencing sheet praising accurate ordering and for being able to retell story. Teacher made learner aware that next step could be to write a sentence describing each event under picture.

The learner could read the menu and illustrate the flavours of ice-cream-Verbal feedback given to learner who was praised for sounding out the words accurately and for being able to clearly draw pictures to represent flavours.

The learner could create a text (menu) showing understanding of the story - Verbal and written feedback given. Learner was praised for using known sounds to write words in their menu and for using their imagination in creating new flavours. Next step- Learner was encouraged to think about characters from the story or new characters who might eat these new flavours.

The learner could express their thoughts about a favourite character - Verbal and written feedback given. Learner was praised for so much detail in the drawing and for describing so well why character was chosen- sounding out words to write them; written text from learner makes sense and reasons given for choosing character shows understanding of events in the story.

Learner could assume the role of a character. In character the learner described themselves and answered questions well, using prior knowledge and imagination. Verbal feedback given praising learner for their ideas, imagination, and for referring to story text. Teacher made learner aware that next step might be to add more detail to answers rather than just yes or no at times. Learner was also able to assume the role of a character with puppets sharing ideas and feelings. Teacher praised children for working well together and during 're-enactment' of dialogue in front of class, other learners suggested using different voices to portray different characters.

Pupil Voice:

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

What have you learned?

I have learned to tell the story in different ways. I used puppets and done some acting.

How did you learn?

I drew pictures and acted out different parts of the book with my friends using puppets.

What skills have you developed?

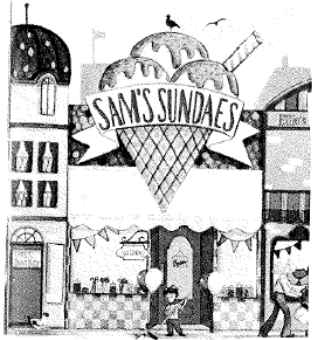

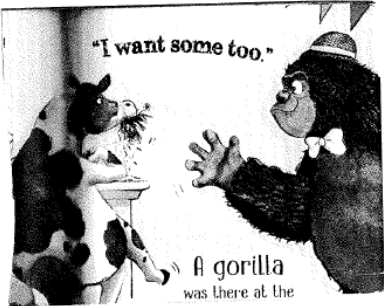

I am getting better at making my own words. I learnt how to use role play to tell a story.

Did the learner successfully attain the outcomes? YES

Practitioner Moderation Template

Learner Evidence

- Sequencing story events – Learners to cut and stick in order pictures from the story depicting key events, and then to describe what is happening in the pictures.

1. 	2. 
3. 	4. 

★ Super sequencing!







This is Little Sam's shop where he sells ice cream. The cat wants to have fish finger ice cream. The Gorilla says he wants good old plain vanilla. At then at the end the gorilla shares it with all the different animals.

Sam's Café Ice-Cream Menu—Learners to read phonetically regular words containing phonemes already introduced and to demonstrate understanding by drawing appropriate ice-cream flavours.

Sam's café

ice cream



<p>ham</p> 	<p>grass</p> 
<p>mud</p> 	<p>sand</p> 
<p>fish</p> 	<p>chips</p> 

* Great reading and brilliant pictures to match!

Practitioner Moderation Template


Learner Evidence




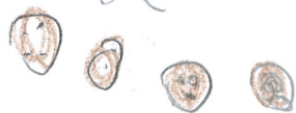
Create an ice-cream menu -Learners to use their imagination to create a menu in line with events in the story.

Learner could create some imaginative ice cream flavours and 'have a go' at writing the words. Flavours are flake, chocolate, sprinkles and cookies.

café

ice cream



<p>flakes</p> 	<p>chocolate</p> 
<p>sprinkles</p> 	<p>cookies</p> 

★ Yummy ingredients!

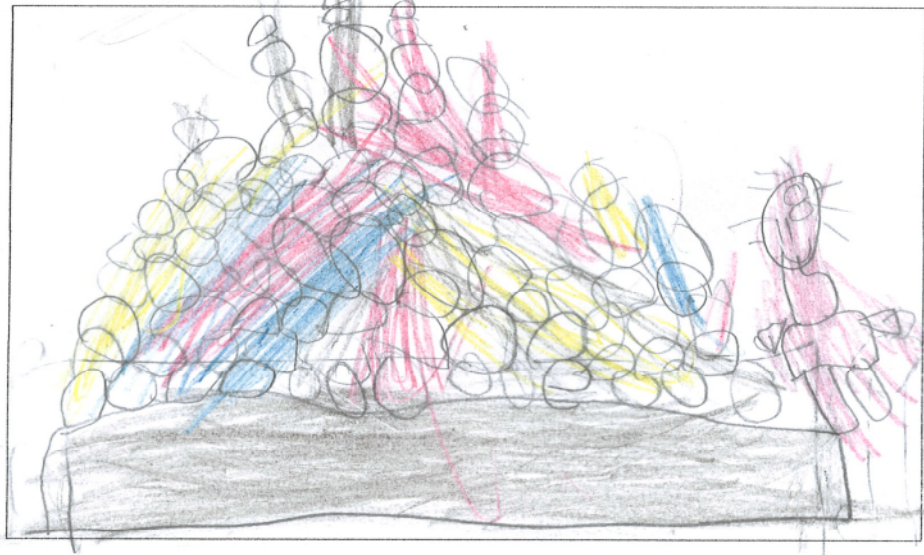
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Learner Evidence

Favourite character- Learners to draw their favourite character and explain why they chose them.

Gorilla loves Vanilla

My favourite character is *little sam* *sundae*.



He LIKES to share
lots fo ice cream.

★ Super sentence! I can see he loves to share!

Learner's written text-

'He likes to share lots fo ice cream.'

(He likes to share lots of ice cream.)

Learner chose to take on the role of **Sam Sundae**.

Question- How do you make the best ice cream for all the animals?

Answer- I scoop out the biggest ice cream scoop with the biggest scooper.

Question- How do you make the ice cream?

Answer- I use loads of ingredients like cheese, mud and vanilla.

Question- How big are your cones?

Answer- 10 times 20 equals 20 is my cone size.

Question- What is your favourite ice cream?

Answer- I love every flavour because I make all of them and they taste yummy.

Question- What clothes do you wear?

Answer- I wear my apron with stripes, trousers and a shirt with a tie.

Learners questions for others characters

Question to 'hippo'- Why did you jump in the mud?

Question to 'gorilla'- Why are you swinging on the trees to the shop?

Question to 'mouse'- What makes blue cheese scrumptious?

Question to 'chicken'- How does worm ice cream taste?

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Learner Evidence

Learners to be given the opportunity to play with lollipop stick puppets depicting the characters from the story and to share, thoughts, ideas and feelings as they play.

Learners were independently engaging within their role play within one another without any input from teacher. After, they then presented it to the class.



They were using the book as a stimulus. However, after a few minutes the book was removed.



Transcribed Dialogue from all learners:

Little Sam Sundae: I am going to be opening the shop, I am getting all the ice cream ready for everyone to come and enjoy.

Mice: I would like some nice blue cheese ice cream please?

Little Sam Sundae: Okay, I will be super fast at getting that ready for you.

Cat: I would like fish finger ice cream in a dish please!

Little Sam Sundae: Yes, it is in my freezer, one minutes please!

Chicken: Please may I have wormy ice cream, it looks deeeelicious!

Little Sam Sundae: I won't be long!

Cow: Please can I have grass and dandelion ice cream but with extra grass like sprinkles!

Little Sam Sundae: I am rustling it up in a wink.

Hippo: Can I get muddy ice cream? I don't want to eat it, I want to have a huge muddy bath and jump into it!

Little Sam Sundae: Don't do that, it will be so messy in my shop.

Gorilla: All I want is good old vanilla! Please and thank you. Make sure it is nice and cold because I am sharing it with everyone.

Little Sam Sundae: That is nice of you. I will make sure I give lots of extra spoons.