

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	H
Practitioner Code	H9
Curriculum Area(s)	Literacy
Level	First
Stage(s)	P.5 (children with Additional Support Needs)
Specific subject (if applicable)	

**Experiences and Outcomes:**

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

Eng 1-17a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

LIT 1-07a

**Learning Intentions:**

I am learning to respond to a text that I have listened to.

I am learning to respond to different kinds of questions.

I am learning to create some questions of my own.

**Success Criteria:**

I can ask questions about the text before listening by looking at the front cover, title etc.

I can ask questions about the text whilst listening to help me understand the story.

I can show that I understand the text I have listened to by answering questions.

I can develop my understanding of the text by creating questions of my own.

I can create questions of my own using a variety of question words.

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

#### Lesson 1

Familiarise the children with questions words by asking them questions about themselves and displaying the relevant question words. Use online resource Woodlands Literacy Zone – All About Me - to create a personal profile by answering questions and choosing from a selection of responses. As the question words are used display them on board.

(Enjoyment, Personalisation and Choice)

#### Lesson 2

Recap on question words and use word fans to help children become familiar with identifying the question words.

Show children book Man on the Moon and use Thinking Reader approaches to help them begin to understand the story. Before reading text to children ask if there is anything they are curious about or would like to find out about. As children ask their questions encourage them to find the question word on their word fan to highlight the question word that they have used.. Record questions. (see evidence). Read text to children and During listening children should be encouraged to continue to ask questions about the text to develop their understanding. (see evidence).

#### Lesson 3

Use question word wheels to recap on identifying the question words.

Recap on main ideas of story. To show their understanding of the story children respond to different kinds of questions. (Right there questions, think and search, on your own) They are given the first part of the answer and have to select the correct ending from a few alternatives in order to support the amount of written work required. (see evidence).

Children are then challenged to respond to more difficult inferential questions.( Challenge)

Having responded to questions the children will be asked to create some questions of their own firstly about the story (what questions would you ask the aliens?)Then the children will be shown a picture of a real astronaut and asked what questions they would ask if they were to meet him. The question words will continue to be on display to support this activity and to stimulate ideas. (see evidence).

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 – Asking oral questions before listening to the text to demonstrate ability to use question words appropriately.

Do – To show their understanding of the text by responding to questions by matching the beginning and end of answers and then without this scaffolding.

Say – Create own relevant questions to ask in a real situation.

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 given throughout the learning process as to whether the questions and responses given were correct.

Next steps would be to answer questions about a text which the children would read for themselves firstly a book that they were familiar with through the reading scheme and then with an unfamiliar text. They would have opportunities to become more familiar with question words both reading and writing. Blooms Buttons could also be used as an additional resource to ensure that children understand what they are reading by questioning at different levels.

**Pupil Voice:**

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

"I learned that we could look at the stars through a telescope."

"I learned the words at the beginning of a question."

"We used the fans to find the question words."

"I thought about the answer in my head and then I told you the answer."

"I learned that listening to the teacher is a good thing as it can get you somewhere."

Did the learner successfully attain the outcomes? YES/NO

Yes although support was required to select the correct ending in order to answer the question. However a correct oral answer was achieved.

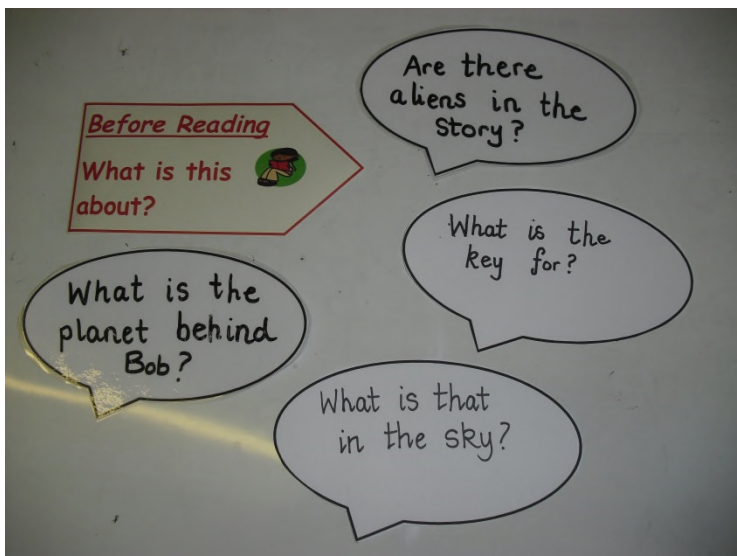
The children were also able to create some appropriate questions of their own.

## Moderation Evidence



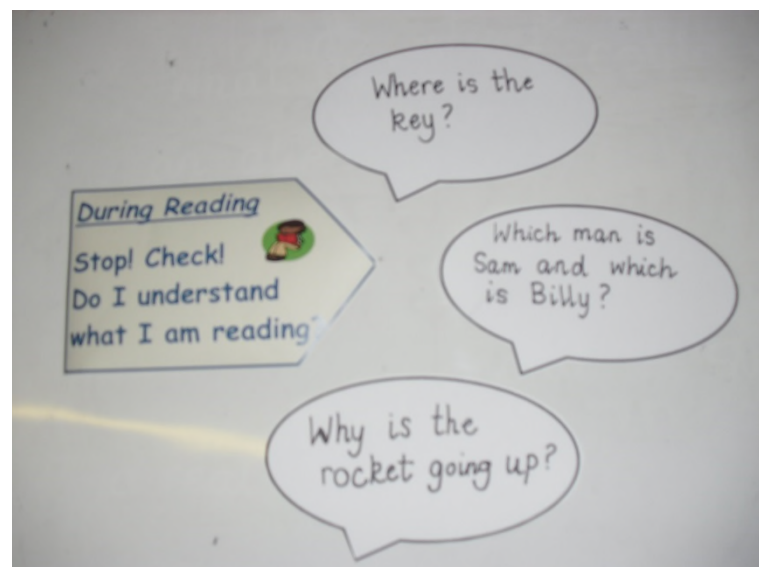
Online resource to encourage children to answer questions about themselves and to create a personal profile.

Children use word fans to familiarise themselves with the question words which are also visible on a board.



Before reading the story children ask questions and as they do so they select the question word that they have used from the word fan.

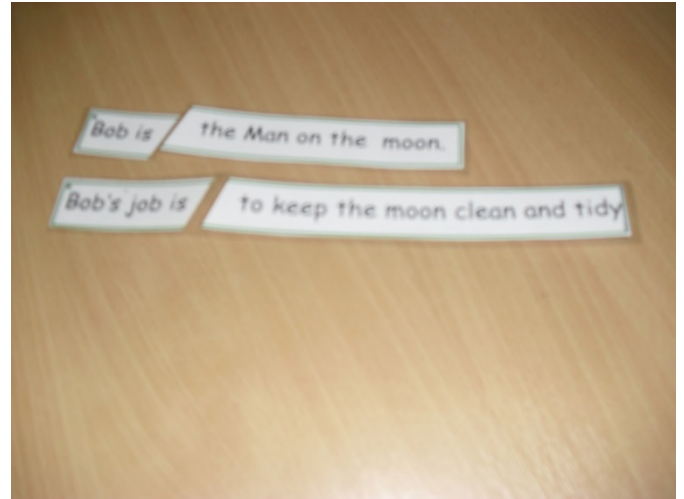
Similarly during reading.





Questions are asked about the story which has been read to the children.

Children are supported with answering the questions by matching the beginning and end of a sentence.



Children are then asked to create questions of their own about the story and then to transfer this to a real life situation.

