

**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	
Practitioner Code	V1
Curriculum Area(s)	Literacy
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

**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.

**Understanding, Analysing & Evaluating LIT 0-16a**

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

**Learning Intentions:**

To ask and answer questions about events or ideas in a story to show understanding.

To explore events and characters in a story.

To communicate and share a story through imaginative play.

**Success Criteria:**

1. I can ask and answer questions about a story that has been read to me.
2. I can ask and answer questions to predict what will happen next.
3. I can explore the characters and events in a story through play.
4. I can retell a familiar story through imaginative play.

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

The children have a daily story time in a small group using Hanen strategies to help them understand the structure of a story. The children were exploring Red Riding Hood by Stan Collimore over the week. They were encouraged to discuss the story and compare to the Red Riding Hood story they know. They were given the opportunity to discuss and ask questions about the characters, setting, problem, actions and resolution to the story.

Props were provided for them to retell the story with their peers.

Resources were provided for them to explore the story further through play responding to their ideas enabling personalisation and choice.

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 :

- Ask and answer questions about a story that has been read to me SC1
- Ask and answer questions to predict what will happen next SC2

Do :

- Use props to retell the story SC3 SC4
- Share the story through imaginative play SC3 SC4

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

Through discussion and open ended questions with E we talked about how the story had a different ending from the traditional Red Riding Hood story. E was able to compare the two stories applying her previous knowledge of the Red Riding Hood story. She identified that the characters were different and it had a different ending.

E initially found it tricky to ask a question. She was making statements or observations about the story. With adult prompting she then became more confident at understanding what a question was and asked a few related to the story.

E was very motivated and enjoyed creating her own props to retell the story. She confidently acted out the story with her peers.

I discussed with E that she had a great idea to retell the story and make her own props. She had listened carefully and understood the story very well. I told her she is now thinking of good questions to ask about the story.

In future storytelling sessions I will continue to prompt E to think of questions to develop her understanding of what a questions is.

Pupil Voice:

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

I learned about Red Riding Hood. I can tell the story to my friends.

See E's journal to record her learning.

Did the learner successfully attain the outcomes? YES/NO

- Ask and answer questions about a story that has been read to me SC1
- Ask and answer questions to predict what will happen next SC2



E. Why did the wolf make a pie?

T. That's a good question. I wonder why?

E. Cause he wanted to be their friend and he was sad.

E was able to recall the main events of the Red Riding Hood story she already knew before reading. She was able to make comparisons with the original story talking about how the characters and events are different.

E. "There is no woodcutter in this story."


E. "Granny splats a pie in the wolf's face and he runs away."

E was able to discuss the story. She demonstrated understanding by answering questions and was able to predict what would happen next. With encouragement she asked questions about the story and was able to answer them herself.

When asked "What will the wolf do now" E said " He is going to run to Granny's house cause he wants to eat Red Riding Hood up"

- Use props to retell the story SC3 SC4
- Share the story through imaginative play SC3 SC4

**Red Riding Hood**



I was little Red riding hood. She was always good as gold. Her mum told her to take a path to her grandma but not to talk to strangers. The wolf ran to grandma's and gobbled her all up then me up. The hunter saved me.

Ella can re-create stories using dressing up, props, puppets. She confidently acted out the story of Little Red Riding hood.

D Livingstone

**Ella made her Own Little red riding hood costume**



Ella participated in a performance. she co-operated with her peers to arrange a stage.

D Livingstone



I used red paper to make the little red riding hood cape. Then I made the hood.

I got all the girls and boys to sit down. I made a stage mirren, Robbie helped. I gave my friends parts. Mirren was mum. Jack was wolf. Robbie the hunter. Hrishika was the gran.

D Livingstone

E recorded her learning in her journal.

During freeplay E wanted to make a Red Riding Hood costume she selected materials to create her own design and then with her friends she retold and acted out the story . The adult supported her ideas and enabled her to explore this story through play.



