

**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	Y
Practitioner Code	Y9
Curriculum Area(s)	Literacy and English
Level	First
Stage(s)	P3
Specific subject (if applicable)	Scots Language

Experiences and Outcomes:

To show my understanding across different areas of learning, **I can identify and consider the purpose** and main ideas **of a text.** **LIT 1-16a**

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**

(Page 1 of the Literacy Es and Os)

I develop and extend my literacy skills when I have opportunities to: ...

- **develop my understanding of what is special, vibrant and valuable about my own** and other **cultures and their languages**
- **explore the richness and diversity of language**, how it can affect me, and **the wide range of ways in which I and others can be creative** ...

In developing my English language skills:

- **I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage**

Learning Intentions:

- 1) To identify the purpose of text
- 2) To recognise the writer's message
- 3) To comment on the effective choice of words and other features.

Success Criteria:

- 1) I can explain the purpose of a specific text
- 2) I can recognise why the writer has written the text
- 3) I can comment on the writer's word choice
- 4) I can comment on the writer's use of language

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

Context: As a school, there was a "Scots" focus the first two weeks back after the holidays. We had a visit from a theatre group and they did workshops with all the classes and the day culminated in a whole school Scots experience.

I took this further in my class, as we had an assembly (that parents are invited to) the following week, so decided to extend the Scots theme. We looked at a range of Scots stories, poems and songs. We used dictionaries to find funny words and translate some of the texts.

In writing, I decided to teach limericks and then give them a decidedly Scottish twist!

Lesson 1: Introduce class to limericks. Discuss how they are supposed to be funny, nonsense, silly poems.

Teach about the unique structure of limericks, the rhyming scheme and the unique rhythm.

The children wrote a joint class limerick.

(Ongoing at this point was the focus on Scots, the use of the dictionaries, the exposure to the Scots language – on paper and through voice clips, songs and theatre)

Lesson 2: The children wrote their own limericks (Group 1 individually, Group 2 in pairs, Group 3 with support from me). The limericks had to have Scots words in them.

Lesson 3: The children were shown a letter and told to discuss it in pairs. I then put up a set of questions for them to discuss. "What is the purpose of this text? Why was it written? Who was it written for?"

I then displayed a recipe and asked the children to talk about it in pairs (without a specific direction). I then put up a set of questions for them to discuss. "What is the purpose of this text? Why was it written? Who was it written for?"

Finally, I told them they were going to go back to their seats with a piece of text and that I wanted them to answer those questions about the text. And also that there were two further questions for them to answer.

I read them the piece of text a couple of times. We discussed the language and translated the unknown Scots words.

The children then went off to work on the text (Group 1 individually and the rest of the class in pairs).

As a plenary we discussed the limerick. If we enjoyed it. The purpose of limericks and our love and appreciation of Scots!

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

WRITE

- 1) I can explain the purpose of a specific text
- 2)
- 3) I can comment on the writer's word choice
- 4) I can comment on the writer's use of language

Evidence 3 – SC1, 3, 4 Mystery message sheet.

SAY

- 1) I can explain the purpose of a specific text
- 2) I can recognise why the writer has written the text
- 3) -
- 4) -

Evidence 1 – SC1 Whole class discussion before written task.

Evidence 2 – SC2 Whole class discussion after written task.

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

For lesson one, when we wrote a limerick together, there was a whole class discussion about the LI and SC. We then went on to write the class limerick in relation to those.

For lesson two, the children peer assessed, as a class. Success criteria for writing limericks (and, in our specific case, including Scots' words) were put on the IWB and they voted (using ActiVote pods) as to whether or not they believed their peer met the SC. (Feedback was therefore instantaneous). I then asked one child each time to feedback with next steps (i.e. "use more words in line 3 because the rhythm does not work", or "it would be better if it had more Scots words in it").

For lesson three, as the children were completing the written task, I went around giving personal oral feedback on their progress and understanding of the task. During the whole class discussion, class were given oral feedback.

Pupil Voice:

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

We have learned about limericks. We have learned that they are a load of nonsense and that they have to be five lines long.

You have taught us some words in Scots and we did a whole assembly about Scots. I really liked learning about Scots because it's fun to learn what some of the words mean.

We learnt from talking to our partners and watching videos and we did our own Scottish dancing.

We have developed skills in talking in Scots. I have learnt how to write some Scottish words and I wrote my own limericks with some Scots in and I even read it out loud to the whole school at assembly. That made me feel very nervous and excited.

Did the learner successfully attain the outcomes? YES/NO

<p>Monday 19th January</p> <p>Dear Friend,</p> <p>Please come to school this Friday to watch my class assembly. It will be great fun.</p> <p>From P2b</p> <p>1. What is the purpose of this text? Why was it written? Who was it written for?</p>	<p>French Toast</p> <p>2 pieces of bread 1 egg splash of milk salt and pepper knob of butter</p> <p>Beat the egg. Add the milk, salt and pepper. Soak the bread in the liquid. Fry the butter. Put the soggy bread in the pan and fry until brown. Eat and enjoy!</p> <p>1. What is the purpose of this text? Why was it written? Who was it written for?</p>
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Teacher: So, what do I mean by “What is the purpose of this text? Why was it written? Who was it written for?”

Invitation to assembly

- What they are trying to tell you to do. MG
- To come to the assembly. EH
- To enjoy watching the assembly. RS
- So they know to come to the assembly. AW
- It's because it's a class assembly and parents are meant to come but if there weren't letters the parents wouldn't know to come. EK
- It's an invitation to come to the assembly, it's a letter. SH

Recipe for French toast

- To teach people how to make French Toast. SS
- It's also if people don't know how to make or bake stuff then they can know how to make French Toast. AI
- It was a recipe. RT

Teacher: So, now thinking about your *Mystery Message* and how that is different from the two other texts we had on the board, you have written down answers to my questions - "What is the purpose of this text? Why was it written? Who was it written for?". Let's have a discussion about it ...

- I could tell it was a limerick because lines 1, 2 and 5 rhyme and 3 and 4 rhyme. ES
- I think it was written for us kids. RH
- I think it was nonsense. Limericks are supposed to be nonsense. It made me laugh. It was funny. It is supposed to make you laugh. LP

LUGY

tourist

Mystery message

25.1.18

A towrist fa flew tae the meen
 Far nane o his family had been
 Said 'Keep Tenerife,
 an the Great Barrier Reef
 The meen's brow an I'm comin again

moon

great

moon

1. What is the purpose of this text?

Why was it written?

Who was it written for?

to make people laugh.
 because we had learnt
 about him irak.
 P3a and other people.

2. What can you tell me about the language?

it rhymes and is scotish.

3. Do you like it? Why?

I like it because it's sunny.

Evidence 3- Success criteria 1, 3, 4.