

## Lesson 1

Success Criteria : “I can say who the characters are in the story.”

**Teacher:** Can you tell me who all the characters are in the story of Rumble in the Jungle?

**Pupil :** Well usually people think characters are just people but actually characters can be people or animals or made up things like Mike from Monsters Inc. He’s not a person or an animal, he is just a made up thing.

**Teacher:** You are right, so, in the story Rumble In The Jungle, who are the characters?

**Pupil:** Well they are all animals so there is the chimpanzee, the leopard, the hippo, the lion, the gazelle, and the gorilla.

**Teacher:** Great, well done! You have mentioned all the characters in the story and I love that you used the story map at the end to make sure you hadn’t missed anyone out. That is a great skill to have.

Success Criteria : “I can describe my favourite or least favourite character to a friend.”

Pupil Voice (During think, pair, share activity)

Pupil A

“My favourite animal is the gorgeous galloping gazelle because she can jump so high that her horns touch the sky! She has big sharp horns on her head and the gazelle in the story I think has soft brown fur and I like when animals feel soft and silky.”

Pupil (B) replied : Yes I think that is a good choice of animal if you like animals with soft brown skin. Pupil B then shared with the class that the Gazelle was Pupil A’s favourite animals and told them why.

**Teacher:** “You were able to identify a favourite character and not only describe the animal but also describe why they were your favourite animal. Well done \_\_\_\_\_!”

Success Criteria : “I can make my favourite or least favourite character.”

*Child opted to use loose parts from our play based classroom.*



### Peer assessment

- I like that you made the horns on the gazelle. They look like they might touch the sky.
- I think you could’ve remembered to make sure the gazelle had 4 legs and not two.

**Lesson 1**  
**Assessment**

**Teacher : How do you think you got on today with this lesson ? Let's have a think about our success criteria.**

After discussion with child

**Pupil:** Well I was able to say who the characters were because that was easy so that is a definite green. I told \_\_\_\_\_ that my favourite animal was the galloping gorgeous gazelle so that is another green for go go go and then, look, I made the galloping gorgeous gazelle in the loose parts area. I did forget that she should have 4 legs and maybe more sticks in the middle of her body to make her more brown but I think yes that is a green too.

**Teacher :** I think you are right \_\_\_\_\_. You have worked really hard today to explore the characters in Rumble in the Jungle. Well done!

During pass the parcel plenary, the pupil picked out the following three questions during his turn. All of his answers were accurate. Please see transcript below.

**Question 1 :** Was the monkey drinking water in the story?

Pupil – No it was the hippo!

Pupil C – “ (laughing) imagine the monkey was drinking in the same water as the hippo. That would be silly. The monkey was in the tree and it was the hippo that was in the water – that was the right answer \_\_\_\_\_ ”,

**Question 2 :** What do all the animals do when the lion roars?

Pupil – The animals all quiver and shiver because they are so afraid of the lion! His roar is so loud and his jaw is wide open when he roars!

Pupil D – “Yes they did! That means that they are scared doesn't it?”

Pupil – “Yes afraid means scared”.

**Question 3 :** In the story, was the gorilla being friendly?

Pupil – No he was not being friendly because he was beating his great big hairy chest and when a gorilla beats their chest it is to show other animals that they are strong and in charge so that is not very friendly.

**Teacher –** “You are absolutely right – I would not think that the Gorilla was being friendly if saw him doing that - I think I would be scared.”

## Lesson 2

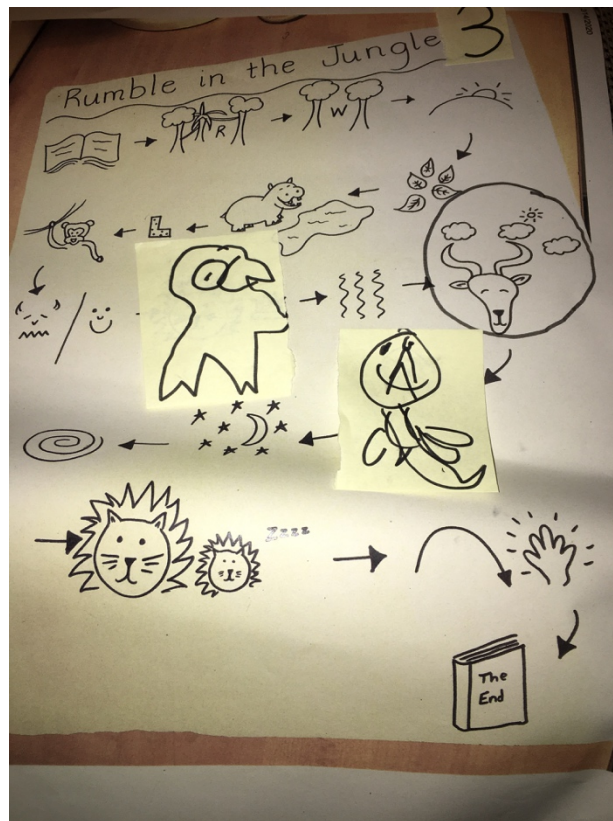
Success Criteria : "I can say who my 2 new characters are in the story."

Teacher: So can you tell me who your two new characters are in your story?

Pupil: Yes, well I chose to change the Lion to a Parrot and I chose to change the Gorilla to a Rhino. The Rhino is just as scary as the Gorilla and as dangerous so that was why I chose that. The Parrot I just chose because I like parrots.

Teacher: They sound like great characters \_\_\_\_\_. I like that you have really thought about why you are changing your characters and what you are changing them too. They are great choices."

Success Criteria : "I can include my characters in my innovated story map."



Success Criteria : "I can make my two new characters using materials in the classroom"



## Lesson 2 - Assessment

1) Child was able to talk about their new animals and why they were in the story. See transcript on previous page.

2) Child was then able to talk to their shoulder partner about their story map. See transcript below

### Pupil Voice

“ I have made a parrot on my story map. Look. I changed the Lion to a parrot. I really like parrots and instead of the lion being the king of the jungle it is the parrot. So I will say in my new story not

‘The Lion is the king of the jungle just listen to how loudly he roars’

instead I will say

‘The parrot is the queen of the jungle just listen to how nicely she sings’.

Then, I decided that I would change the gorilla to a rhino. I changed it because a rhino is scary and so is the gorilla. Do you think that is a good change \_\_\_\_\_? So instead of saying

‘the gorilla is ferocious and scary and the thing that he likes to do best is to stand on his big hair legs and wallop his giant great chest’

I am going to say

‘the rhino is ferocious and scary and the thing that he likes to do best is to run fast on his giant great legs and hit things with his big hard horn.’ ”

**Teacher voice :** “My goodness \_\_\_\_\_ you have really thought about this carefully. You are making sure that everything you say makes sense in the story. You have also really carefully thought about description which is brilliant. I am very impressed. You have managed to innovate your story map successfully! Well done. “

3) Pupil continuously looked at his drawing and added in a little more detail. For the parrot, he forgot to add in a beak and therefore proceeded to do so. He also decided that the wing should really be a colour and not just black therefore he coloured it in purple. For the rhino, the pupil drew what he thought a rhino would look like then asked to see a photo of a rhino. After seeing a photo, he decided that he should add in a mouth and two eyes because a rhino has them and not just a horn. He also decided that he would colour in the face a different colour to the body because it was a ‘lighter’ colour of brown on the face.

In passing, pupil E said “Wow that is a really good parrot.. What was your other drawing? “

Pupil : “It is a Rhino – look.”

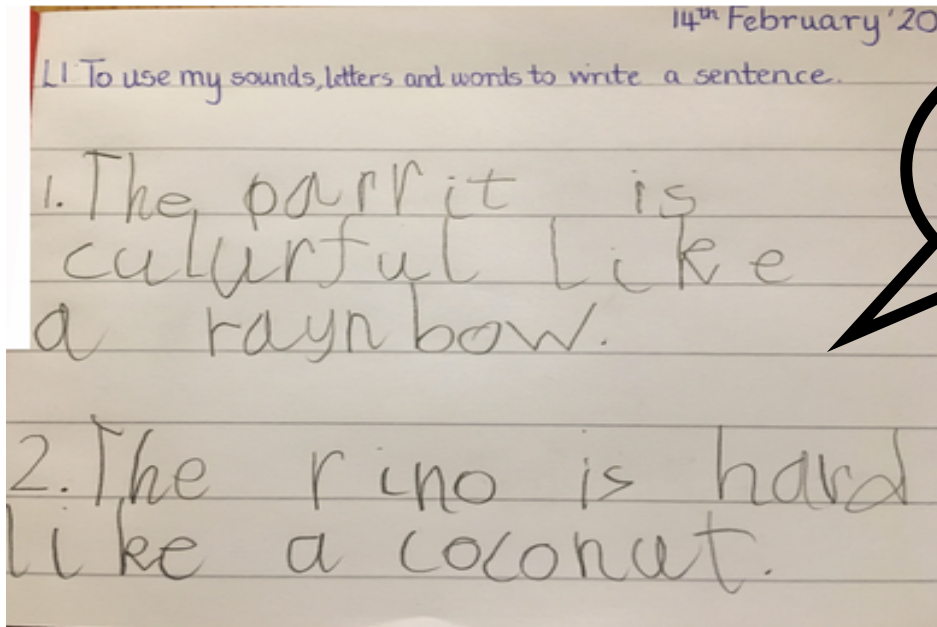
“Oh yes I really like your rhino too. He looks quite scary. Is he meant to be scary?”

Pupil : “Yes Rhino’s are scary animals”

“Well that means that it is a good drawing cause it did make me a bit scared.”

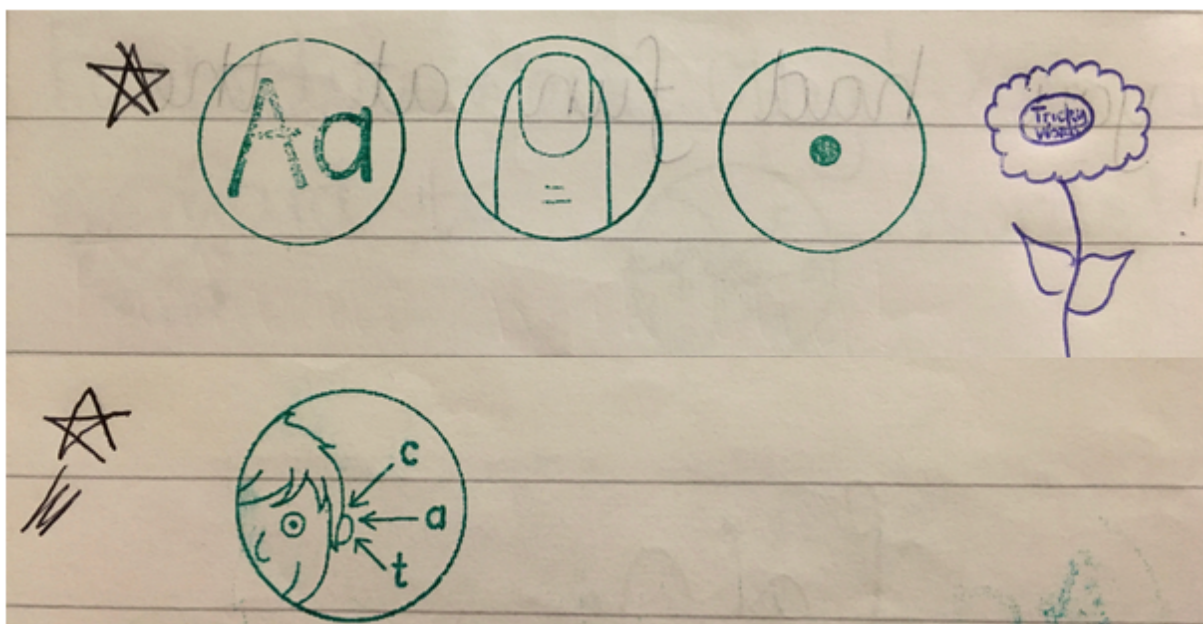
### Lesson 3

- I can use a capital letter to begin my sentence and a full stop to end my sentence
- I can use finger spaces between my words
- I can use robot arms to hear all sounds in words
- I can spell my common words accurately



This piece of work was completed independently.

NB : Marking policy in the school is that we do not put ticks, dots, crosses etc on children's work. Should only be commented on against LI/SC. Please see marking below.





### **Lesson 3 – Assessment**

During shared writing, all pupils have the opportunity to assess their own work against success criteria using pupil friendly marking criteria. The pupil looks at their work and discuss this with the teacher. The pupil then stamps their work accordingly at end of the dialogue using stampers or using a picture if no stamper available. Please see over page for child friendly marking criteria which is at the front of every jotter. Please also see transcript for next steps

#### **Next Steps Discussion**

Teacher: “Why do we use robot arms, \_\_\_\_\_?”

Pupil: “Because we need to hear all of the sounds in the words. One sound at a time.”

Teacher : “You are right. Can you show me how you would do robot arms for ‘rainbow’?”

Pupil: “ R a i n b o w ”

Teacher : “Have a look at your work. How did you do ‘ai’ “

Pupil: “Oh, I did it wrong. It should be ‘ai, ai, ai’ for ‘pain’ like the pain in your ear from the song.”

Teacher: So what do you think your next step could be?

Pupil: To use robot arms to listen for all of the sounds and write down the correct sound?

Teacher : I think that would be a super next step \_\_\_\_\_!

# Pupil Friendly Marking Criteria



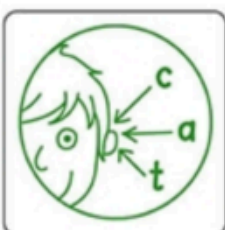
Capital letters



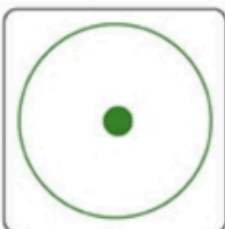
Finger Spaces



Formation of letters



Using robot arms to hear sounds in words



Using a full stop



Punctuation

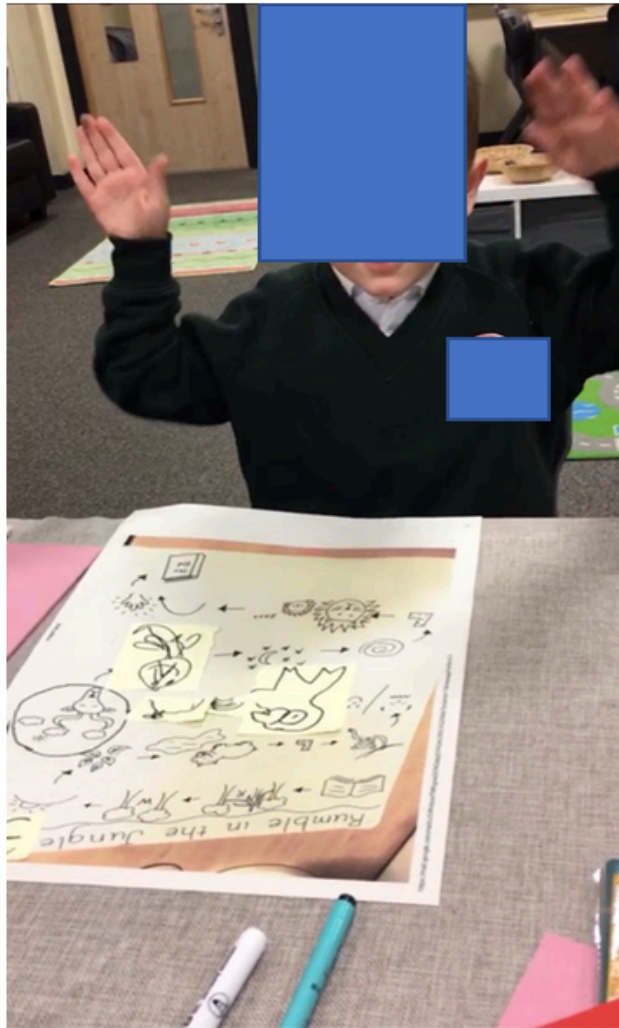


Spelling tricky words.



#### Lesson 4

- I can choose how I want to share my story
- I can re-tell my story including my two new characters



**\*CHALLENGE :** Note the third post-it note on the story map. Child decided to challenge himself before telling the story by adding changing one more than just two characters. He decided to also change the description of the weather from “dark and stormy” to “bright and colourful with a beautiful rainbow.” This was a completely independent decision.\*

While other children in the class opted to sharing their story using a puppet show, using loose parts and using teddies, the child whose work is being shared today chose to share his story using his story map at a table with children sitting round watching. He said he would like to “share his story the same way the teacher shares the story when we first learn a story because I would like all the children to learn my story – Rumble in the Jungle the third”.

## Lesson 4 – Assessment

### Peer Assessment

Star : “I liked that \_\_\_\_\_ was able to change his characters and that he didn’t get confused. I like that he said that the parrot was beautiful and that it was colourful like a rainbow too because rainbows are colourful and I like them.”

Wish : “I think that \_\_\_\_\_ could maybe share his story a different way the next time so that is more fun just like \_\_\_\_\_ or \_\_\_\_\_ cause we got to use the pebbles and the marbles and the sticks to see the different animals”

### Self Assessment

“Well, I think that I shared it very well because everyone laughed when I said about the rhino and his horns and they liked that it was as hard as coconuts and that I knocked on the table when I said that. I think that everyone liked Rumble in the Jungle 3. Maybe next time I could add in some more actions to the story or maybe I could even do what \_\_\_\_\_ said and I could maybe let children pretend to be the animals. Or I could use the puppet show because I did that for Mr.Wiggle and Mr.Waggle *the third* and everyone thought it was really funny.”

### Teacher Assessment

“Well done, \_\_\_\_\_ - you shared your innovated story with the class well. I loved hearing Rumble in the Jungle 3. You chose a great way to share it with the class – you made sure that everyone could see the story map and that you were using actions to make sure everyone was listening and enjoying what you were saying. I also really liked that you included your animals in the story and that you were able to describe them so well. You changed all the describing words to suit your new characters. I agree with you and \_\_\_\_\_ - I think it would be a great idea if you tried to share your story in a different way next week. You are right that Mr.Wiggle and Mr.Waggle *the third* was excellent!”

## Practitioner Moderation Template (PMT)

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.

Evidence Code	P4
Curriculum Area(s)	Literacy
Level	Early
Stage(s)	P1

Planning	<p><b>Experiences and Outcomes</b> (underline the relevant aspects of each E and O):</p> <p>I enjoy <u>exploring</u> events and <u>characters in stories</u> and other texts and I use what I learn to <u>invent my own</u>, <u>sharing these with others in imaginative ways</u>. LIT 0-09b / LIT 0-31a</p> <p>I explore <u>sounds, letters and words</u>, discovering how they work together, and I can use what I learn <u>to help me as</u> I read or <u>write</u>. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p><b>Learning Intentions:</b></p> <p><b>To explore the characters in a story. (Lesson 1)</b></p> <p><b>To change two new characters to innovate a story.(Lesson 2)</b></p> <p><b>To use my sounds, letters and words to help me write a sentence.(Lesson 3)</b></p> <p><b>To share my innovated story.(Lesson 4)</b></p>
----------	---

Assessment	<p><b>Benchmarks:</b></p> <p><b><u>LIT 0-09b / LIT 0-31a</u></b></p> <ul style="list-style-type: none"> <li>•Invents own stories and characters to share with others in play, imaginative and real contexts.</li> <li>• Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.</li> </ul> <p><b><u>ENG 0-12a/ LIT 0-13a/ LIT 0-21a</u></b></p> <ul style="list-style-type: none"> <li>• Forms most lowercase letters legibly.</li> <li>• Uses a pencil with increasing control and confidence.</li> <li>• Knows the sounds of lowercase and some uppercase letters.</li> <li>• Leaves a space between words when writing.</li> <li>• Writes words from left to right.</li> <li>• Makes an attempt to spell familiar words correctly.</li> <li>• Makes an attempt to use a capital letter and a full stop in at least one sentence.</li> </ul> <p><b>Success Criteria:</b> <i>Please list SC and give brief detail on how learners were involved in their creation.</i></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- I can say who the characters are in the story.</li> <li>- I can describe my favourite or least favourite character to a friend.</li> <li>- I can make my favourite or least favourite character.</li> </ul> <p>We discussed how we could explore characters and pupils said that they would first of all have to know who the characters were. One pupil then suggested that they would also maybe make their character using the paints – this was then furthered by pupils suggesting resources in our play based classroom that they could use to make their character.</p>
------------	--

## Lesson 2

- I can say who my two new characters are
- I can include my characters in my innovated story map
- I can make two new characters using materials in the classroom.

Pupils are familiar with the language “innovate” and “innovation” due to the approach that we use for teaching writing. This approach is repetitive in that it is the same process followed each week for writing therefore the pupils are aware of how exactly they can be successful in this. The pupils therefore identified that they had to first of all be able to say who their characters were and that they had to be included in the innovated story map. The pupils know that each time they complete a story map, they must be able to share their new story with a group or with the class and understand the importance of engaging everyone through use of props, therefore, were keen to make their characters using different resources in our play based classroom. The pupil whose work is being shared chose to make his two new animals by drawing and colouring them in.

## Lesson 3

- I can use a capital letter to begin my sentence and a full stop to end my sentence
- I can use finger spaces between my words
- I can use robot arms to hear all sounds in words
- I can spell my common words accurately

We have two songs that we sing every day to revise how to write a sentence and how to be successful with writing a sentence. The pupils use this daily to remind them of the steps needed to be successful in writing a sentence. We have symbols that we use to make this more pupil friendly.

## Lesson 4

- I can choose how I want to share my story
- I can re-tell my story including my two new characters

We discussed what would allow us to be successful in sharing our new story and pupils are agreed that they had to make sure that the two new characters were included in the story. Two pupils said that they wished to share their story in the loose parts area because they had made both of their characters there, however, another pupil said that she wished to share hers at the puppet theatre because she had made sock puppets. We then decided that as long as their story was shared with others, they could decide where and how this would happen.

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen **design principles**. Make specific reference to **breadth, challenge & application**.

### Lesson 1 :

The story will be read to the class as a whole. Before reading, the pupils will predict what characters they think might be in the story and why. We will then read the story and, on the second reading of the story, we will stop to discuss different characters and what we think about them. Children will the work in pairs to discuss:

#### Depth / Personalisation and choice

- Who the main characters are in the book
- Their feelings towards the characters (like or dislike)
- 

This will then be shared with class and teacher or learning assistant will write these contributions down on a mind map.

The pupils will then make their favourite character using an area of the classroom of their own choice.

## **Lesson 2:**

### **Challenge/ Breadth**

Pupils are familiar with the process of **innovating a story**. They will therefore be given out a story map of the story and will begin by recapping and re-telling the story. The pupils will then be given 2 **post it notes** to **change their two characters**. **Prior knowledge** must be applied here of the need to ensure that characters used can be relevant to the story and fit in well. Extra post it notes will be available for further innovation, this will be pupil choice as opposed to expectation. Children will be made aware of this through language of **"if you would like to take part in today's challenge..."**. As the pupils innovate their story, myself and a learning assistant will go round **discussing** pupils new characters. The pupils will then take their story map with them to an area of the classroom or open area and **make their new characters** using materials of their own choice. During this time, teacher and learning assistant will engage in conversations with the pupils. Pupils will then be asked to share their new characters with their shoulder partner when reviewing our learning at end of lesson again SC.

(NB : **Breadth** as pupils are making their new characters in two different ways – one through drawing on post it note, one through making through play. Further depth through discussion with teacher or learning assistant)

## **Lesson 3:**

### **Depth / Challenge / Application/ Relevance**

In small mixed ability learning groups, pupils will come to a teaching table to take part in a writing activity which will involve naming their character and describing them. They will be asked to write one sentence to describe each of their characters. We will discuss how we could describe these characters through revisiting the mind map created in lesson 1. **We will then look at a character as chosen by the teacher and use words to describe this character and co-construct** a sentence using rules for a sentence song, tricky word song to spell a word song and 'have a go' song **(which focuses on why it is important to be able to write and different purposes for writing)**. Pupils will be asked to use AiFL strategy of heads down thumbs dance to show if they feel confident to complete work. **Additional input and support\*\*** will be given based on this and **pupils will be asked to complete work** at teaching table. **Feedback will then be co-constructed** with learner there and then when completed work using the pupil friendly marking criteria.

**\*\*Challenge through some pupils going on to complete independently with others completing with more tailored support.**

## **Lesson 4:**

### **Application / Personalisation and Choice**

Pupils will be given the opportunity to decide **where and how** they would like to **share their innovated story** with a group of children. We will discuss what we are looking for using Success Criteria and we will use thumbs to assess each part of success criteria after work shared.

Record the planned assessment that will be gathered to meet the success criteria considering **breadth, challenge and application**.

Breadth / challenge / application

#### Lesson 1

- **Peer assessment** – 1 star and 1 wish based on making their favourite character
- **Self assessment – review of lesson and LI/SC – have I achieved this?**
- **Pass the parcel plenary** – can I answer questions about characters in the text.

#### Lesson 2

- Discussion with class teacher or learning assistant – dialogue
- Reviewing story map and new characters with shoulder partner
- Continuous self assessment when creating their own character using area of classroom. Review and re-do strategies.

#### Lesson 3

- **Co-constructed feedback** – using pupil friendly marking criteria to assess alongside the teacher. 1 on 1.
- Writing a sentence

#### Lesson 4

- Re-telling the story
- **Peer assessment** – One star and one wish.
- Learner to state one thing they either thought went well or what they would improve for next time. Thumbs can be used against SC for pupils who find articulating this more difficult.
- Teacher assessment through tracking record. Immediate feedback to learner with a next step.

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

Please see evidence transcript.

**Pupil Voice:**

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

"I have been learning all about Rumble in the Jungle. We were learning the story so that we can tell it all on our own using the story map and actions and then we were learning how we could change it to make sense. I learned that you can't just change the animal and use all the same describing words – you have to change the describing words to match the animal. So I changed the gorilla to a rhino but the describing words for the gorilla were big black and hairy but a rhino is not big black and hairy so I had to change it to match the rhino. I did the same for the parrot. I was also learning about writing sentences and following the rules for that and I was learning about how we can make characters in different ways so I was making them using pens and pencils and using loose parts but then \_\_\_\_\_ was making hers with the paints and then \_\_\_\_\_ made his with lego and bricks but I don't think that a rhino would look as good with lego. Maybe a parrot would though because it is colourful. I was really good at sharing my story with my group. I did use a big loud voice and actions and I also remembered to not tell the story of the first Rumble in the Jungle that we learned but to say the new animals in my story."

**Did the learner successfully attain the outcomes?**

**YES/NO**