















## Pre Key Stage Standards Moderation Sheet

School: High Park	DOB:		NCYR:	
Pupil:	Date of As	sessment:	Spring 2019	
Teaching objectives/focus of work		Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.  Location: Whole classroom. Distraction free environment. Specific support group. 1:1.  Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture		
To become aware of rhyme				
Task/Activity (note how the task is presented/diregiven/questions asked/choices given as appro				
X wrote a poem and is able to read out the poreading is done independently. He pauses appropriately at the end of each line and is be to add some intonation. He is able to explain the meaning of the 'poem'.				
Level of pupil involvement:  1 2 3 4 5		- support HOH-Hand	on hand.	
PassiveEngaged  This work contributes to PKS4 because It evidences the following from the level descri Reading accurately some common exception	•	Duration of Initial/interm Reason for pr Attention to /comprehe	pts: neral/verbal/visual/other. prompt: ittent/continual.	
Exemptions:		Wordbank e.g. key wo	rds/symbols.	
It is <b>NOT</b> PKS 5 above because: No evidence that he can read may common words		_	ng cubes etc. sker, switch device.	
No evidence of sounding out unfamiliar words	accurately	Exemptions Physical Cognitive		
It is <b>NOT</b> PKS <u>3</u> below because:		Emotional  Task comple		
Saying more than 20+ graphemes		eted: of a unit of estart of a unit on without revision of topic.		















Moderated at:

**Evidence:** (Please attach evidence to this page)

Rap 'N' Rhyme time
'Medical Professionals'

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