



## Pre Key Stage Standards Moderation

School: Castle Hill	DOB:	NCYR: 9
Pupil: B	Date of Assessment: Autumn 2019	

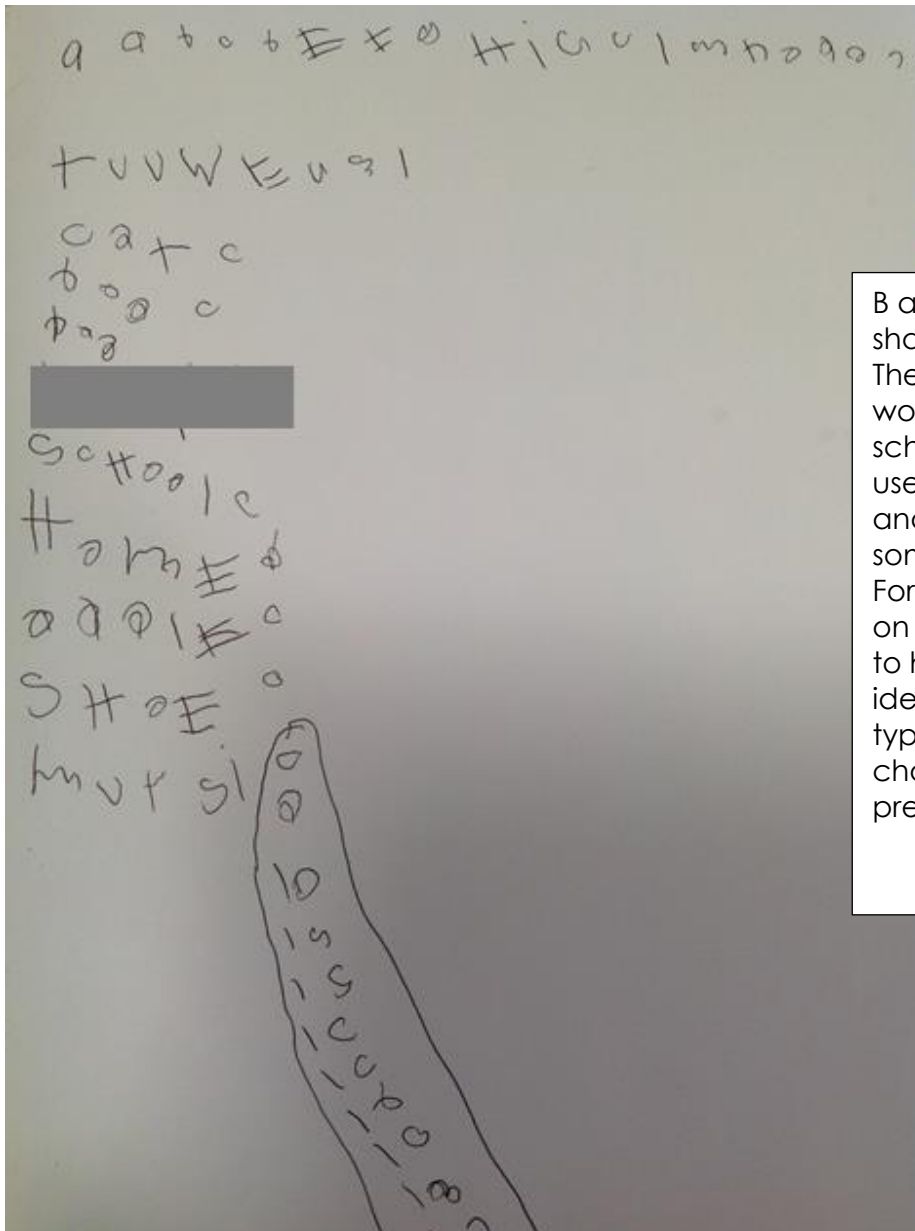
Teaching objectives/focus of work	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
To add labels	<b>Location:</b> Whole classroom. Distraction free environment. Specific support group. <b>1:1.</b>
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)	<b>Level of support:</b> NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
In communication group, I showed her how they could use the predictive text to write the word and use that as a model to label the items of clothing. Previously I had typed out the words and they had stuck them on. They worked independently, typing in skirt, hat, coat, shoe, gloves, socks, bag, shirt – with no adult support- and then wrote the word herself on the work sheet	<b>Type of support</b> <b>Support prompts:</b> Physical/general/verbal/visual/other. <b>Duration of prompt:</b> Initial/intermittent/continual. <b>Reason for prompt:</b> Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	<b>Wordbank</b> e.g. key words/symbols. <b>Equipment/apparatus</b> e.g. counting cubes etc. <b>ICT</b> e.g. Clicker, switch device. Other (specify).
This work contributes to PKS <u>2</u> because It evidences the following from the level descriptor:  They can form correctly 10+ letters Can identify and write 10+ graphemes on hearing the corresponding phonemes	<b>Exemptions</b> Physical Cognitive Emotional
Exemptions:	<b>Task completed :</b> At the end of a unit of work. At the start of a unit
It is <b>NOT</b> PKS <u>3</u> above because:  There is no evidence of forming correctly 20+ lowercase letters	

It is **NOT** PKS 1 \_\_\_\_\_ below because:  
 They re beyond drawing lines and circles

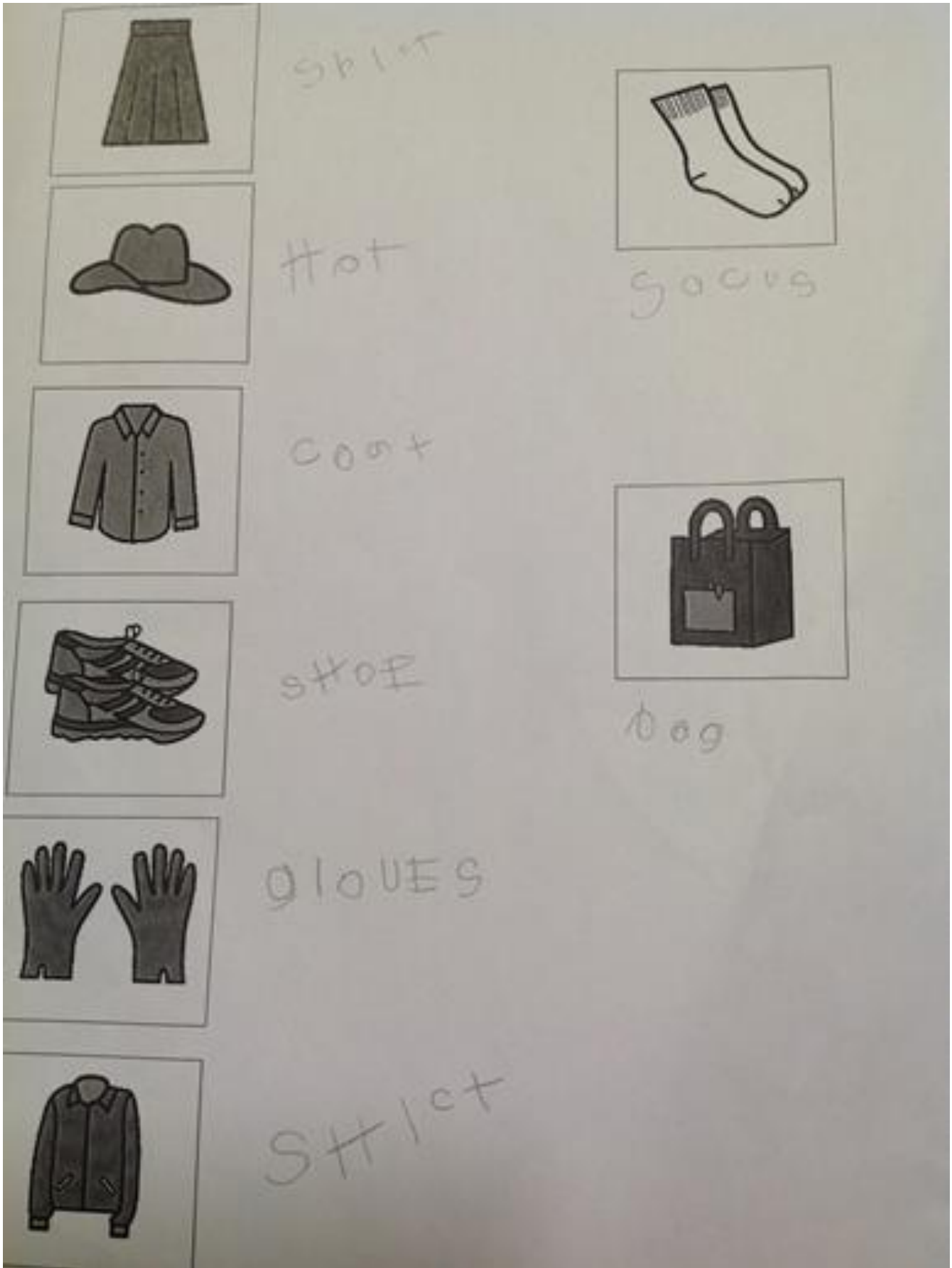
of work.  
 Set in isolation without revision of topic.

Moderated at:

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



B attempts to make all letter shapes, some are recognisable. They can write some familiar words on request –her name, school, home, cat, bag. They use a combination of upper and lower case letters and some are correctly orientated. For less familiar words they relies on the adult signing the letter to her. Numerals are not as identifiable. With the IPad they types in the first few letters then chooses the word from the predictive text. 24.9.18



I gave B some coloured symbols and asked them to describe them. I modelled the first one verbally and said 'blue t-shirt'

They did all this work independently, using their iPad to check the spellings.

Brown trousers

Blue gloves

Grey jumper (grey)

Yellow boots

Green hat

Sunglasses

Pink top

