Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Report

School: Ashley Hill Primary School

Key Stage: One and Two

Levels Moderated: 3c - Year 2 and 3 **5c** - Year 6

Date: 21st May 2019

Focus of visit:
redacted observed 4 guided reading sessions from KS1 and KS2. These sessions were moderated against the *Isle of Man Level Descriptors for Reading* and judgements were discussed with the class teachers, Literacy co-ordinator and Headteacher.

Group 1 - Year 2
This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 2 - Year 3
This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 3 - Year 6
This group was assessed by the school as level 4a. Moderator agreed with the teacher. See additional notes.

Group 4 - Year 6
This group was assessed by the school as level 5c. After discussion Moderator and teacher agreed level as 5c.

General Commentary
✓All levels were accurate.
✓School has school-wide systems in place for planning and assessing reading (recently adapted).
✓Planning was linked to the reading descriptors and was detailed.
✓School is using Bench Mark/running records to support judgements.
✓Follow up tasks are used to extend learning and provide evidence of attainment.
✓The children were focused during the sessions and seemed to enjoy them.
✓Staff knew their children well.
✓Teachers planning is focused on specific assessment foci, they were able to link to progression of skills.
✓Peer Observations and Moderation are having an impact.
✓Further CPD/Staff meetings planned for Summer Term 2019 and Autumn Term 2019.

Recommendations
★ Continue to build a wider variety of activities into Guided Reading sessions e.g. ICT, role play, hot seating.
★ Make links to Speaking and Listening during Reading sessions.
★Encourage staff to use a range of questioning skills to develop further/deeper understanding.
★Only use Benchmarking as a confirmer of levels or as a baseline for spelling patterns etc. If benchmarking levels above 3a, then this needs to be adapted for 3a+.

Year 2 Level 3c **AF1 Fluency** Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✔	**AF1 Word identification** Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✔	**AF1 Punctuation** Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✔	**AF1 Whole text strategies** Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. ☐

Text – 'Never Wash your Hair' AF1 There was evidence within the session that the children were able to read with fluency and were able to decode unfamiliar words with support and minimal prompting – 'earth, dived, scampering'. They enjoyed changing their voices for different characters in the story. Child 3 took opportunities to re-read certain lines with expression and the moderator saw lots of evidence of self and peer correction when reading trickier words. The group are beginning to use punctuation marks to enhance their phrasing. Mis-conceptions were highlighted by the children themselves and they supported each other using a range of strategies - crutched/crouched – the children discussed the sounds of each. AF2 Throughout the sessions, the children were able to summarise what had happened in the story so far and found a range of examples in the text to confirm their points. "It says 'Don't wash your hair' in Chapter 1, so we knew the story was going to be about that", and "It says here 'he found a big creature - a human with a big long tail - This made me think of monkeys'". AF6 All children in the group were able to explain what they would do if they came across the hair monkeys. The children were also beginning to think about their personal experiences. 'This reminds me of my house, with all the animals'. Some of the children in the group were linking their reading to previous books they had read 'It's like Myth-busters'. The teacher had planned a range of activities for the rest of the class to focus on during guided reading e.g. role-play, interventions, follow-up challenges and independent reading. Further evidence of this was found in follow-up books. The moderator agreed with the teacher's judgement that this group was working at 3c. Thank-you for welcoming me into your lesson today. It was a pleasure to see children enthused about reading and aware of how they can continue to improve their reading skills.	**AF 2 & 3** Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities. ✔
	AF 4. (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. Evidence in file/ follow up task
	AF 5. Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect ☐
	AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. ✔
	AF 7. Is beginning to show an awareness of genre and literary traditions. Evidence in file/ follow up task

Year 3 Level 3c **AF1 Fluency** Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.	**AF1 Word identification** Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✔	**AF1 Punctuation** Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.	**AF1 Whole text strategies** Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge.

Text - Zoo's – Back to Nature AF1 The children used a range of strategies to decode the specific vocabulary included – moat, breed, foraging, extinction, enclosure. Opportunities to discuss the meanings were prompted by the teacher and helped the children understand the text further.	**AF 2 & 3** Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities. Evidence in follow up tasks
AF4 NN – During the session, all of the children in the group were confident discussing the organisational features of the text. When prompted they spoke about how/why the illustrations were used – 'the picture really helps me see how the animal is feeling', 'it shows me that his area really is different'. They were aware of how captions gave bits of information and shared ideas on why the heading was a question. 'Sunshine or steel? - It means it needs an opinion'. They were aware of the term glossary.	**AF 4.** (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. ✔
AF5 Child 2 discussed the word 'socialising' and linked this to the rest of the text to find its meaning. With teacher prompting, the children were beginning to verbalise why the author may have chosen specific words. (persuasive)	**AF 5.** Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect✔
AF6 All children were able to express their opinions on the text and developed this further by sharing their opinions on Zoos. Opportunities for discussions about real-life experience assisted this. The book says 'In the wild they can get eaten by animals, but I think that they are free and more able to run.' 'Yeah, if they have a herd they can play with their friends – so I disagree'.	**AF 6** Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. ✔
Further evidence was provided to confirm the levels – Assessments, next steps, Benchmarks, phonics records, progress folders, spelling records. The moderator agreed with the teacher's judgement that this group was working at 3c. Thank-you for welcoming me into your lesson today. It was a pleasure to see the children so enthused about non-fiction.	**AF 7.** Is beginning to show an awareness of genre and literary traditions Evidence in file

Year 6 RT – L5	AF 4	AF 5	AF6	AF 7
AF 2 & 3 Can respond to texts by exploring underlying themes and ideas. Makes inferences based upon implicit information drawn from text. Can provide justification for those inferences by returning purposefully to the text.	(N) Is beginning to make comparisons and critical judgements about texts e.g. how ideas within a text link, the relative impact of a story opening etc. (NN) Is beginning to assess the impact of presentational features when making critical conditions.	Is beginning to distinguish and explain subtle differences with a writer's use of language and its effect on a reader (e.g. shades of meaning, onomatopoeia etc)	Can express clearly and confidently what they liked and disliked about a text and can identify confidently and consistently the main purpose of a text.	Using texts of increasing complexity begins to relate them to their social, cultural or historical context and use evidence from the text to support conclusions.
AF2 Can identify the most relevant points from across the text and use quotations to support points. AF3 Most comments make inferences and deductions based on textual evidence. √	Comments on structural choices show some awareness of writer's craft. Features relating to organisation at text level, including form, are identified with some explanation.	Moving beyond word level, some features of writer's use of language are identified, with some explanation of the effect on the reader. √	Main purpose identified, often through general overview e.g. the writer is strongly against war and wants to persuade the reader to agree. View point in text identified with some explanation. General awareness of effect on the reader.	Comments identify some similarities and differences between texts or versions, with some explanation. Beginning to explain how the context in which texts are written or read contribute to meaning.

Text 'Bill's New Frock' – Anne Fine
AF2 & 3
All pupils were able to identify relevant points in the text and use quotations to support their answers. All pupils listened to each other and some were able to build on each other's answers.
AF5
All pupils were able to find the clues in the text that the author left to direct the reader to the overall feeling of unfairness. Pupils were able to discuss how effective they felt that the author was in doing this.
Pupils were able to find adjectives in the text and compare how they used them in their own writing to how the author used them in the text.

Commentary
The session was planned using AFs.
The teacher showed a good understanding of all of the children within the group
The teacher shared record keeping that identified progress through the NC levels and through the Assessment Focus areas.
Teacher used different learning strategies to engage pupils (group discussion, pair discussion, focusing on specific quotes from the text)
Very close links established between text and own writing.
Follow up task extended learning.

Moderator agreed that these pupils have achieved 4a and are now working solidly within level 5c.

Year 6 EG – L5	AF 4	AF 5	AF6	AF 7
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Text 'Garden of Doom'

AF2 & 3

Pupils were able to answer questions by identifying some relevant points from across the text. The pupils showed a good understanding of how punctuation can impact on the meaning of the text.

AF4

Pupils were able to comment on how the arrangement of the text and the different language features used. One pupil was able to confidently explain how embedded clauses can be used to add extra detail within a sentence, and another commented on how short sentences build suspense.

AF5

Pupils identified specific words and phrases within the language features that had the most impact. It was agreed that descriptive sentences were part of this author's style.

Commentary

The session was planned using AFs.

The teacher showed a good understanding of all of the children within the group

The teacher shared record keeping that identified progress through the NC levels and through the Assessment Focus areas.

Benchmark assessments are undertaken frequently, (but maybe not at the appropriate level)

Moderator agreed that these pupils are working within level 5c. In order to achieve level 5c these pupils need to develop their PEE skills and explain why certain extracts from texts support their points, and what the overall impact on the reader/audience is. It is also important that level 5 readers sometimes refer to other texts or authors (or both) depending on the point they are making.