

# Department of Education and Children

*Rheynn Ynsee as Paitchyn*

## Reading Moderation Visit

School: Arbory School

Key Stage: One and Two

Levels Moderated: 2c (from Y1 and Y2) 3a (from Y3 and Y4) 4a (from Y5 and Y6)

Date: 30th April 2014

Focus of visit:

**redacted** observed a guided reading session from each year group Y1 - Y6. These sessions were moderated against the Isle of Man Level Descriptors for Reading and judgements were discussed with the class teachers and head teacher.

Group 1 - Year 1

This group was assessed by the school as working at 2c. Moderator agreed that they are working securely at 2c. See additional notes.

Group 2- Year 2

This group was assessed by the school as a 1a working with in a 2C. Moderator agreed that they are working at an instructional 2C level. See additional notes.

Group 3 - Year 3

This group was assessed by the school as a secure 3B working at level 3a. Moderator agreed that they are working at a 3A level. See additional notes.

Group 4 - Year 4

This group was assessed by the school as working at 3a. Moderator agreed that they are working at 3a. See additional notes.

Group 5 - Year 5

This group was assessed by the school as working at 4a. Moderator agreed that they are working at 4a. See additional notes.

Group 6 - Year 6

This group was assessed by the school as working at 4a/5c. Moderator agreed that they are working at 4a with some elements of 5c for some children.

General Commentary

✓All levels were accurate

✓Discussion with staff showed they were aware of the AFS and that most staff knew the children's strengths and weaknesses, being able to say which AFS they still needed to work on.

✓The sessions were linked to the AFs.

✓School are using Bench Mark/running records (seen in Y3 and 4)

Recommendations

★Encourage staff to share their understanding and interpretation of level descriptors. As the Lancashire statements are being used it would be useful to double check them against the Isle of Man Descriptors, possibly adding in the Manx ones as a reference to ensure they are covered. Also, staff seem to have a couple of different versions of them so sharing them would good practice.

★Ensure there is a breadth of evidence to cover all AFs. Teachers, particularly in KS2, generally had evidence of AF2 and 3 (examples of planning for and observations in both these AFs were seen). Although , teachers could talk about the other AFs they couldn't always provide evidence in the form of observation notes or work to back up the judgement. Staff need to ensure they don't continually focus on just one or two AFs.

★Continue the use and development of reading journals to provide evidence. Consider ways to link tasks to the

Reading Assessment Descriptors – Level 2c

<p>AF1 Letters and Sounds Secure at Phase 5</p>	<p>AF1 Book Bands Purple</p> <p>√</p>	<p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning</p> <p>√</p>	<p>AF1 Word identification Continues to rely mainly upon phonic strategies. Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word</p> <p>√</p>	<p>AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks</p> <p>√</p>	<p>AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions</p>
<p><span style="background-color: #cccccc;">redacted</span> Year 1 Level 2c agreed</p> <p><b>Af1-</b></p> <p>Children were reading a book at the appropriate level. All children in the group were fluent at this level and were developing skills to use different strategies in their reading more confidently. All of the children attempted to read with expression and most took accurate note of the punctuation to help them. Lots of strategies were clearly developing, however often the children required some prompting to use them. <span style="background-color: #cccccc;">reda</span> confidently self-checked if he thought a word was wrong. All children were beginning to use the grammar of a sentence to decipher new and unfamiliar words.</p> <p><b>Af2 &amp; 3</b></p> <p>Children were able to make predictions using the cover and the title to do so. They were able to link between the book and their prior knowledge. They also used information from the blurb to confirm or amend their predictions. They were able to identify and discuss the main points in the text. Most children were able to answer question with direct reference to the text. <span style="background-color: #cccccc;">redact</span> quoted the text to describe something as ‘Hot as a desert’. <span style="background-color: #cccccc;">redacted</span> was able to combine information from the text and unwritten information from the illustrations to describe characters. <span style="background-color: #cccccc;">reda</span> found it trickier to be more specific information but could do so with adult support. <span style="background-color: #cccccc;">redact</span> was able to explain clearly how the character felt by relating it to his own experiences. Once he has given an example the other children were able to do the same.</p>					<p><b>AF 2 &amp; 3</b> Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel.</p> <p>√</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF 7</p>

Reading Assessment Descriptors – Level 2c

<p>AF1 Letters and Sounds Secure at Phase 5</p>	<p>AF1 Book Bands Purple</p>	<p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning ✓</p>	<p>AF1 Word identification Continues to rely mainly upon phonic strategies. Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word ✓</p>	<p>AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks</p>	<p>AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions ✓</p>
<p><span style="background-color: #cccccc; color: #000080;">redacted</span> Year 2</p> <p>Children currently a Level 1a – working on 2C objectives.</p> <p>AF1</p> <p>Children reading a book band slightly beyond them.</p> <p>The children were not fluent at this level. Although there were periods of fluency these were frequently interrupted when the children came across new words.</p> <p>The children were provided with a considerable amount of preliminary support to read the vast amount of unfamiliar words that they would encounter in the text. They demonstrated that they were able to read key words on sight. Some of the group were confident to blend and segment.</p> <p>Much of the input was strategy checking. The children were all able to contribute and say what they had tried to help them read and unfamiliar word. Most of the group were developing decoding strategies. This was required.</p> <p>AF2 &amp; 3</p> <p>All the children were able to identify characters and features of the text and discuss them. They were confident when talking about the main events in the text. They were able to locate where to find information but there was an element of guesswork when answering questions about the text. Some of the children demonstrated development in skills to locate specific information in the text to answer the questions but all generally required support to answer questions with specific reference to the text.</p> <p>They all made simple predications about what might happen to the two characters.</p> <p>There was some informed discussion about different forms of text such as an Atlas and a postcard.</p>					<p>AF 2 &amp; 3</p> <p>Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order.</p> <p>Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel. ✓</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF 7</p>

## Reading Assessment Descriptors – Level 3a

<p><b>AF1 Fluency</b> Reads a range of texts fluently and accurately.</p> <p>√</p>	<p><b>AF1 Word identification</b> Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word</p> <p>√</p>	<p><b>AF1 Punctuation</b> Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.</p> <p>√</p>	<p><b>AF1 Whole text strategies</b> Uses a range of strategies automatically to monitor and maintain reading e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub-vocalising when encountering difficult texts; using knowledge of context, print conventions and key words. May ask for clarification of meaning of unfamiliar words and phrases</p> <p>√</p>
<p>Mrs Young Year 3 Level 3a (Secure 3b)</p> <p><b>Af1</b></p> <p>Children were able to read the text fluently and with expression. They were all confidently using a variety of strategies to decode unfamiliar words. Most were able to use punctuation to enhance their expression. On occasion there was a need to seek some clarification of meaning for unfamiliar words.</p> <p><b>Af2&amp;3</b></p> <p>They were able to provide evidence for why a key character might want to move out to the country. All the children demonstrated an ability to skim and scan the text to locate evidence. They discussed the text and were able to justify their predications and amend them accordingly.</p> <p>The children demonstrated some skill in distinguishing between fact and opinion. They were confident to talk about inferred meaning using evidence from the text. The acknowledged through their discussion the clues that were given in the text in particular the characters actions. They were able to make judgements about the characters and say why they held their opinions.</p> <p>These skills were further evidenced in the children's reading journals.</p>			<p><b>AF 2 &amp; 3</b> Can retell and comment upon events or ideas from a range of texts, providing information related to plot and characterisation in fiction or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens.</p> <p>√</p> <p><b>AF 4.</b> (N) Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. (NN) Can confidently and consistently locate information efficiently by using organisational features e.g. index, glossary, headings, fact boxes.</p> <p><b>AF 5</b> Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect</p> <p><b>AF6</b> Is beginning to evaluate critically the effectiveness of a text.</p> <p><b>AF 7.</b> Has a secure awareness of genre and literary traditions</p>

<p><b>AF1 Fluency</b>                      Reads a range of texts fluently and accurately.                      ✓</p>	<p><b>AF1 Word identification</b>                      Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word                      ✓</p>	<p><b>AF1 Punctuation</b>                      Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.                      ✓</p>	<p><b>AF1 Whole text strategies</b>                      Uses a range of strategies automatically to monitor and maintain reading e.g. anticipation of the next word; self-correction;                      ✓                      rereading; reading on; slowing down and sub-vocalising when encountering difficult texts; using knowledge of context, print conventions and key words. May ask for clarification of meaning of unfamiliar words and phrases ✓</p>
<p>Mrs Smith</p> <p>AF1 - All the group were heard to read fluently and accurately and were working out unknown words independently and automatically. All paused at full stops and commas and had appropriate intonation. There was some evidence of self correction and one of the group asked for clarification of meaning (for the word exile). Running records confirmed they were at the correct level (27)</p> <p>AF2/3- They were able to recap main events so far with only limited prompting and were clear about the plot of the story e.g. "He wanted to be a proper viking to impress his father," "He trained him to get fish by telling jokes," "He also tried yelling." They were beginning to look back at the text to answer questions, particularly when they had to read beyond the literal and make inferences e.g. "We know he is in a mood because it says he didn't touch the sandwich." <span style="background-color: #cccccc;">red</span> did need to encourage the children to go back into the text on occasions but they were able to find evidence without prompting e.g. "I know he doesn't want to be there because he wants to do it now before the test begins," "He is angry because he says it through gritted teeth."</p> <p>AF 5 - This was the focus today. They could generally identify words/literary features (similes, alliteration, descriptive words) but they were not confident at working out the effect the author had created. They worked on white boards jotting down description and identified some good examples. However, they needed support to identify and some examples of alliteration (sloppy as scallops), understand personification and to explain why some text was written all as one word.</p> <p><span style="background-color: #cccccc;">red</span> talked me through some planning/observation notes that she had relating to AF4 and 6 (as these weren't seen today) and she could talk about their achievements in these areas. Some further evidence would have been beneficial e.g. written/drawn responses. We agreed that AF5 still needs work. The Lancashire statements were being used but the format was slightly different to those seen previously. Continue to ensure observations and activities cover all AFs.</p>			<p>AF 2 &amp; 3                      Can retell and comment upon events or ideas from a range of texts, ✓ providing information related to plot and characterisation in fiction ✓ or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens. ✓</p> <p>AF 4.                      (N) Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Can confidently and consistently locate information efficiently by using organisational features e.g. index, glossary, headings, fact boxes. Not seen today</p> <p>AF 5                      Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect ✓ not yet secure</p> <p>AF6                      Is beginning to evaluate critically the effectiveness of a text. Not seen today</p> <p>AF 7.                      Has a secure awareness of genre and literary traditions                      Not seen today</p>



<p><b>AF 2 &amp; 3</b>                  Explores underlying themes and ideas confidently and continues to make clear references to text. Continues to deduce and infer by drawing on implicit information within a text ✓</p>	<p><b>AF 4</b>                  N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. Not seen today as only just starting book.</p>	<p><b>AF 5</b>                  Explains how the way in which words are used to create a specific effect on a reader                  ✓</p>	<p><b>AF6</b>                  In responding to a text, displays an understanding of an author’s intentions or point of view                  Beginning but not secure</p>	<p><b>AF 7</b>                  Can categorise a text into a correct genre and demonstrate the ability to identify features of the genre using evidence from the text. Can place a text within it’s social, cultural and historical context.</p>
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Year 5 Tom’s midnight garden redacted

AF 3 (inferring by drawing on implicit information) was the main focus of the session and this was shared with the children. There was evidence today of them making clear reference to the text when listing what they had found out about Tom. They were able to make inferences about his character from how other characters behaved and from how the author had written e.g. “Mum is having to be careful what she says and this means she is worried about Tom’s reaction.” “Good is in italics - he might not always be good.” They were also able to return to the text to find individual words that told them how characters were feeling e.g. they knew mum was sad because her lip “trembled.” It was difficult for them to show understanding of underlying themes as they were only just starting the book but they did pick up the fact that something magical/strange might be going on and could find evidence to back this up e.g. the word nothing with a question mark in the blurb and the use of “really” to provide emphasis.

They were also able to demonstrate confident literal retrieval (AF2) as they could explain what was happening to Tom and why.

The teacher used some good questions to draw out these responses e.g. What do you notice about that? Which words tell you that something strange is going on? What does that fact he allowed himself to cry suggest? A follow up task (of questions to answer by re-reading the chapter) was set that will provide further evidence of AF3.

AF 4 This wasn’t seen today but during discussion the teacher was able to talk through notes on the AFS, including identifying pivotal moments in previous books.

AF5 - The children were able to talk about how the author created a sense of suspense e.g. though the use of “Nothing?”

AF6 - There was some discussion about what the author’s intentions and what they wanted us the think/feel about the characters but the children were not secure at this AF and the teacher had to supply answers and direction.

Overall I agree that this group are working at a level 4a. However, most of the evidence seen today, both during observation and when looking at planning/notes, was focussed on AF3. Ensure all AFs are covered and the level can be justified in most of them.

## Reading Assessment Descriptors –Level 4a

<b>AF 2 &amp; 3</b> Explores underlying themes and ideas confidently and continues to make clear references to text. ✓ Continues to deduce and infer by drawing on implicit information within a text ✓	<b>AF 4</b> N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. (some but not really a focus)	<b>AF 5</b> Explains how the way in which words are used to create a specific effect on a reader ✓	<b>AF6</b> In responding to a text, displays an understanding of an author's intentions or point of view ✓ ( little)	<b>AF 7</b> Can categorise a text into a correct genre and demonstrate the ability to identify features of the genre using evidence from the text. Can place a text within it's social, cultural and historical context.
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Year 6 Dog Lost redacted

**AF2/3** - During the introductory discussion all were enthusiastic and confident when making predictions and linking these back to previous incidents in the book e.g. "I think Abby would want to help because she has had lots of help in the past." One (possibly redacted) made reference to the text to back up the idea that Abby was possibly getting worse.

**AF 4** Not really focussed on today but they new key events e.g. "Cash is worried because he doesn't like men because of what O'Rourke did."

**AF 5** - Most of the session was focussed on how words were used to create an effect and red effectively and consistently got the group to focus on the effect created by a literary device, not just identification of it. For example,  
 Child - "There's a short sentence there for effect."

red - "What effect?"

Child - "It is to build up the tension and make you worry."

Other examples of the group explaining the way words are used to create and effect include, "This simile there makes you think it is happening really fast," "All clear is used to draw attention to the fact that it isn't and to therefore make you more tense."

**AF6** - Whilst identifying words and phrases to create an effect there was discussion of the author's intention and how they wanted the reader to feel anxious and tense (achieving this through use of short sentences, alliteration helping to slow the action down).

The follow up tasks sounded very exciting and the children were keen to do them. They were practical and fun. They will provide further evidence, particularly for AF3 and 4. I would have liked to have seen how they got on with these. Maybe they could video each other being interviewed?

red was able to show notes and statements linked to the Lancashire statements that she uses to help planning and observation. She also showed her books/reading journals. The children were clearly keen readers who were happy to share their opinions about texts. Linking tasks to the AFs might help ensure staff gather evidence for all AFs.

I agree that the children are working at a Level 4a. They were more confident than the Y5 group and, as HK identified, some are very confident at this level and close to a 5C.