

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Visit

School: Andreas

Key Stage: FS, Key stage 1 and Key stage 2

Levels Moderated: **1b, 2b, 2b, 4b and 4b**

Date: 19th April 2018

Focus of visit:

redacted observed 5 guided reading sessions. These sessions were moderated against the *Isle of Man Level Descriptors for Reading* and judgements were discussed with the class teachers and the literacy coordinator.

Group 1 -

This group was assessed by the school as achieving level 1b, Moderator agreed with the level. See additional notes

Group 2 -

This group was assessed by the school as achieving level 2b. Moderator agreed the level. See additional notes

Group 3 -

This group was assessed by the school as achieving level 2b. Moderator agreed the level. See additional notes

Group 4 - Year 5

This group was assessed by the school as achieving level 4b . Moderator agreed the level. See additional notes

Group 5- Year 6

This group was assessed by the school as achieving level 4b . Moderator agreed the level. See additional notes

General Commentary

- ✓All levels were accurate.
- ✓Island Level Descriptors are used.
- ✓Discussion with staff showed they were aware of the AF's and all staff knew the children's strengths and weaknesses. Next steps were identified.
- ✓The sessions and follow-up tasks were linked to the AFs .
- ✓Assessments were up to date.
- ✓Planning was thorough and adapted to suit the needs of the children.
- ✓Some classes used a range of teaching strategies - talk partners, drama, post-its, whiteboards etc
- ✓Texts were exciting and interested the children.
- ✓Reading moderation forms part of the annual moderation cycle.

Recommendations

- ★Encourage teachers to use a wider range of teaching strategies within their Guided Reading sessions - outdoors, ICT, P4C, S and L etc
- ★Develop the use of non fiction texts within guided reading sessions.
- ★Staff to use a range of questioning within Guided Reading sessions to develop learning further.

Reading Moderation R/Y1 - Andreas School

1b

AF1 Letters and Sounds Secure in working at Phases 3 and 4	AF1 Book Bands Green and Orange	AF1 Fluency Reads short sentences. Is confident enough to tackle longer sentences. May still read in a monotone voice	AF1 Word identification Reads a range of familiar words and simple sentences independently. Uses knowledge of grapheme/phoneme correspondence to read words	AF1 Punctuation Independently takes more note of punctuation.	AF1 Whole text strategies Recognises importance of print. Priorities the print but may use pictures as a confirmer				
<p>Text - The Haunted House (Green)</p> <p>Moderator agreed the children were working securely at 1b level. Overall Moderator agreed it was a 1b Guided Reading session - the teacher knew the children very well and was very sure of their next steps within 1a. The teacher agreed that the group were ready to be moving onto to orange very shortly.</p> <p>There was also evidence to support the reading session provided in the form of reading record assessment sheets (used by whole school, included in guided reading file), an extremely well organised reading log, past annotated planning, phonic assessments, high frequency word checks, reading response books and some benchmark assessments.</p> <p>AF1</p> <p>The session was planned to secure the phonemes that make the sound 'or' - 'au', 'aw', - the children were able to recognise the sounds on a phonic tree linked to a phonic working wall. The children referred to the tree (with support from the teacher at times) throughout the session when they came to unfamiliar words in the story.</p> <p>All of the group demonstrated that they could read short and simple sentences independently. Most of the group were fluent with their reading of short sentences.</p> <p>The moderator noticed some picture cue strategies during the session but the group mainly used phonic and key word knowledge.</p> <p>The group were very used to independently reading the text whilst the teacher worked with individuals.</p> <p>AF2 & 3</p> <p>The children were able to respond to questions from the teacher - there was evidence of prediction "What kind of sounds might they hear in a haunted house?" "What sort of things might be in there?" Which most of the group were able to respond to confidently - which is working towards the level 1a.</p> <p>The children were going to be responding to the text by carrying out a sequencing activity the next session.</p> <p>It was great to see such independent reading individually at this age - they were even writing the title of their chosen texts in the reading logs to take some ownership of this.</p> <p>Thank you for the warm welcome into your reading session today.</p>					<p>AF 2 & 3</p> <p>Supported by the teacher's questions, can respond to the book by identifying some significant events. Show simple understanding when questions/prompts are used e.g. sequencing cards</p>	<p>AF 4</p>	<p>AF 5</p>	<p>AF 6</p>	<p>AF 7</p>

Reading Moderation Year 2/3 - Andreas School

2b

AF1 Letters and Sounds Working within Phase 6	AF1 Book Bands Gold	AF1 Fluency Reading is almost entirely accurate. Increasing fluency means that parts of the passage are well passed and take account of meaning.	AF1 Word identification Uses a combination of phonic and contextual cues to read unfamiliar words, occasionally choosing an inappropriate strategy.	AF1 Punctuation Sometimes uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.	AF1 Whole text strategies Is able to read ahead. Shows an awareness of a range of reading strategies e.g. sometimes notices when the reading does not make sense and may therefore self-correct or continue to use an unhelpful or inappropriate strategy.
<p>Text – East of the Sun, West of the moon</p> <p>Moderator agreed the children were working within 2b level. Overall Moderator agreed it was a 2b Guided Reading session - the teacher knew the children well and was very sure of their next steps within 2a.</p> <p>There was also evidence to support the reading session provided in the form of reading record assessment sheets (used by whole school, included in guided reading file), past annotated planning, reading response books and some benchmark assessments.</p> <p>AF1 The majority of the group read fluently and accurately during the session. When listening in on their independent reading some of the children were using intonation and expression, which enhanced understanding. This was particularly clear when they read sentences with speech marks present. There was some evidence of self correcting when their reading did not make sense. The children were using phonic cues and the context to support themselves.</p> <p>AF2&3 The main focus of the session was based around these AFs. The teacher asked probing questions to ensure that the children could retell the main events and identify the characters from previous reading. The group carried out a short character investigation to show what they had found out about the main character from previous reading and they were beginning to be able to say how they knew the things that they talked about (evidence from text). During their independent reading, the children were able to answer further “Why do you think...?” questions using what they had read to support their ideas.</p> <p>AF4 Most of the group noticed the use of italics in the presentation of the book and were able to comment on its use.</p> <p>AF5 During the session the children were able to match adjectives to describe the main character and they were able to spot where they had been used within the text on the whole.</p> <p>AF6 This was a planned response to the text activity that the group were going to be doing as a follow up the next day. I asked a couple of the children if they liked the book - they stated that they did because they had been enjoying traditional tales.</p>					<p>AF 2 & 3 Retelling refers to main events and characters. Can compare characters with reference to text. Comments on the setting and how plot may link together or contain surprises. Able to predict the middle/end of a story. Can take on the role of characters. Is beginning to answer ‘why do you think?’ ‘How do you know ..?’ questions.</p> <p>AF 4. Response to the book includes reference to some presentational features.</p> <p>AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.</p> <p>AF 6. Can state if they liked or disliked a book</p>

<p>AF7</p> <p>Throughout the session the children were able to make links with other traditional tales they had read and were able to think about the types of characters that most of the se stories had in them. They predicted that this story would have a happy ending - which they laughed about "because they always seem to end happily!"</p> <p>Thank you for the warm welcome into your reading session today.</p>	<p>AF 7. Can make simple links between the text and their own life. Can make simple links between the text and other books already experienced.</p>
--	--

<p>AF1 Letters and Sounds Working within Phase 6</p>	<p>AF1 Book Bands Gold</p>	<p>AF1 Fluency Reading is almost entirely accurate. Increasing fluency means that parts of the passage are well passed and take account of meaning.</p>	<p>AF1 Word identification Uses a combination of phonic and contextual cues to read unfamiliar words, occasionally choosing an inappropriate strategy.</p>	<p>AF1 Punctuation Sometimes uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.</p>	<p>AF1 Whole text strategies Is able to read ahead. Shows an awareness of a range of reading strategies e.g. sometimes notices when the reading does not make sense and may therefore self-correct or continue to use an unhelpful or inappropriate strategy.</p>
---	---------------------------------------	--	---	---	--

<p>Text - An interview with Florence Nightingale(Gold) (NN)</p> <p>Moderator and the teacher agreed that the children were working at level 2b and ready to move onto the next level of reading books. Overall Moderator agreed it was a 2b Guided Reading session - the teacher knew the children well and was very sure of their next steps within 2a.</p> <p>There was also evidence to support the reading session provided in the form of reading record assessment sheets (used by whole school, included in guided reading file), past annotated planning, reading response books and some benchmark assessments.</p> <p>AF1 Reading was accurate and fluent for the majority of the group. Two of the children demonstrated strong accuracy and were tackling unfamiliar words independently (2a AF1) The group were using a range of reading strategies to support their reading.</p> <p>AF2&3 The main focus of the session was to take on the role of a character. The children were able to use the text to answer "why do you think ...?" questions - they also were able to make up some of their own questions for the character with the use of some question cards. One of the pupils was able to use evidence from the text to support his answers really well. The group carried out a role play activity to use their questions further.</p> <p>AF4 The children did show that they could respond to the presentation of the book when asked about sub headings, titles and the general layout of this no fiction book.</p>					<p>AF 2 & 3 Retelling refers to main events and characters. Can compare characters with reference to text. Comments on the setting and how plot may link together or contain surprises. Able to predict the middle/end of a story. Can take on the role of characters. Is beginning to answer 'why do you think?' 'How do you know ..?' questions.</p> <p>AF 4. Response to the book includes reference to some presentational features.</p> <p>AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.</p> <p>AF 6. Can state if they liked or disliked a book</p>
---	--	--	--	--	--

<p>AF7</p> <p>The children were able to make links to other texts they had read through topic work. They were also able to make link to their own lives about some of the concepts that were discussed - first aid and money.</p> <p>The children were going to respond to the session by role playing further within the group and then to write some interview questions for some one who interest them - e.g. David Walliams was suggested.</p> <p>Thank you for the warm welcome into the session today.</p>	<p>AF 7. Can make simple links between the text and their own life. Can make simple links between the text and other books already experienced.</p>
---	--

Reading Moderation Year 5 - Andreas School

4b

<p>AF 2 & 3</p> <p>When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p>	<p>AF 4</p> <p>(N) Can identify and discuss pivotal moments in a text. (NN) Can effectively identify key facts/information and summarise to display understanding</p>	<p>AF 5</p> <p>Explains how the way in which words are used to create a specific effect on a reader</p>	<p>AF6</p> <p>In responding to a text, displays an understanding of an author's intentions or point of view</p>	<p>AF 7</p> <p>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>
---	--	--	--	--

Text - The Eagle in the Snow by Michael Morpurgo

AF 2/3

The children were able to make predictions about the text from visual cues and inferences made were backed up with further evidence/discussion. 'I think that's Billy because..'

AF 5

The children identified key words in the text and used discussion time to develop their findings further. They showed some awareness of how words create a specific effect, but this was identified by the teacher as an area to work on. Child 1 felt that the man on the train was posh, and had identified the description 'but this stranger was neat' from the text but she had missed further cues from the language used e.g. missus. The children were able to identify that the stranger 'wasn't like his granpa' but further explanation was missing. It is therefore agreed that the children were discussing/analysing at a 4b level, but with further examples and deeper analysis they would probably begin to reach 4a objectives.

AF5 is a planned activity for the next lesson.

AF 7

The children were able to place the text within its historical context and used prior knowledge to further their understanding. they found features of the context within the blurb and from evidence within the text. Child 3 " It is happening in England and they are trying to get away from the bombs" " Th policemen is saying....Let's see if there is anything that can be recovered from the aftermath" There were some slight mis-conceptions e.g they would be looking for a suitcase or some treasure in the rubble, but overall the children discussed with a solid awareness of the historical context of the text.

The children were able to link their learning and categories the text into the correct genre through comparing this text to previous reads, including 'The Other Alice'.

Planning showed progression of learning and skills coverage. Assessments were up to date.

Moderator agreed that the children were working within a 4b level.

AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text	AF 4 (N) Can identify and discuss pivotal moments in a text. (NN) Can effectively identify key facts/information and summarise to display understanding	AF 5 Explains how the way in which words are used to create a specific effect on a reader	AF6 In responding to a text, displays an understanding of an author's intentions or point of view	AF 7 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.
--	--	---	---	---

Text - Wayside School gets a Little Stranger by Louis Sachar

AF2/3

The children demonstrated inference skills during the warm up task and these were referred to by the children during the session. They were aware of fact and opinion and were able to verbalise their thoughts and feelings when prompted, making reference to the visual cues.

AF4

Pivotal moments in the text were identified with ease showing a good understanding of the structure of the text and the impact they had. ' She turned evil at the start of the chapter and it shows you on this page'

AF5

The children confidently found lots of example of words that created an effect with a focus on how the author made them feel. Child 1 'The character is described as being different' Child 5 ' Not nice' Child 3 'There's a hole in his heart'.

Children 2 and 3 then explained that the words made them feel nervous for Wendy, and although it explained how she was, it didn't show how she was feeling internally. This high level of finding evidence shows they are working confidently within a 4b.

Throughout the session the children were encouraged to 'Grab it from the text'. They did this with growing confidence and alongside the use of post-it notes and teacher led discussion they were able to explain how words and phrases had an effect on the reader.

Alongside this, the teacher used prompts from the children to identify opinions and facts in the text which linked back to the opening activity. Child 5 'Nice Ears - well that's an opinion of the author'

The follow up activity was planned to further develop these skills.

AF 6 The children were able to identify features of the genre and found lots of evidence of authorial intent (linked also to AF5). Child 1 'Louis Sachar always uses lots of description' Child 2 'He does a chapter on Wendy because he likes to do this with his writing - He has one main idea per chapter like in this book'

The follow up activity was planned to further develop these skills.

Moderator agreed that the children were working within a 4b level.