Department of Education and Children

Rheynn Ynsee as Paitchyn

<u>Reading Moderation Visit</u>

School: Ballacottier

Key Stage: One and Two

Levels Moderated: 1c working towards 1b (from Y1), 2a working towards 3c (from Y2 and Y3), 3b working towards 3a (from Year 4), 4b working towards 4a (from Y5 and Y6)

Date: 20th May 2015

Focus of visit:
redacted   observed 6 guided reading sessions from each year in KS1 and KS2. These sessions were moderated against the Isle of Man Level Descriptors for Reading and judgements were discussed with the class teachers and then the Literacy co-ordinator and Head teacher.

Group 1 - Year 1
This group was assessed by the school as having achieved 1c, working towards 1b. Moderator saw enough evidence to say this group are working at a 1b. See additional notes.

Group 2- Year 2
This group was assessed by the school as having achieved 2a, working towards 3c. Moderator agreed with this judgement. See additional notes.

Group 3 - Year 3
This group was assessed by the school as having achieved 2a, working towards 3c. Moderator agreed with this judgement. See additional notes.

Group 4 - Year 4
This group was assessed by the school as achieving a level 3b and working towards a level 3a. Moderator agreed with the teacher. See additional notes

Group 5 - Year 5
This group was assessed by the school as achieving a 4b and working towards a level 4a. Moderator assessed the group as having already achieved a level 4a . See additional notes.

Group 6 - Year 6
This group was assessed by the school as achieving a level 4b and working towards a level 4a. Moderator agreed with the teacher. See additional notes.

General Commentary
✓Levels were accurate.
✓Reading is a school priority and has been linked to Teacher Appraisal.
✓Sessions were well structured and used AFL techniques effectively.
✓Sessions were skills based and linked clearly to AFs.
✓Objectives and success criteria were explicit and shared with the children.
✓The activities were not just opportunities to hear children read but were designed to achieve the objective.
✓There was a wide range of fun, engaging and appropriate activities e.g. hot seating, partner work, ipads for filming and then reviewing, use of props.
✓Specific evidence for each Assessment Focus
✓All staff had a good range of evidence across all AFS (tracking sheets, folders/pieces of work, photos, observation notes). They could talk about which AFs were strong and could identify gaps in both coverage and achievement.
✓School is using Bench Mark/running records to check percentage accuracy and as a diagnostic tool.

Reading Assessment Descriptors –Level1b

AF1 Letters and Sounds	AF1 Book Bands	AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Secure in working at Phases 3 and 4 √ Evidence seen during reading of phase 3 and phase 4 blending. Teacher had evidence that that they are now starting to work on Phase 5.	Green and Orange √ Reading Green	Reads short sentences. √ Is confident enough to tackle longer sentences. This statement still needs a little work. May still read in a monotone voice √	Reads a range of familiar words and simple sentences independently. √ Uses knowledge of grapheme/ phoneme correspondence to read words √	Independently takes more note of punctuation. Beginning to but still needed support	Recognises importance of print. √ Priorities the print but may use pictures as a confirmer √

AF 1	AF 2 & 3
Whilst working in their pairs, all of the group read short sentences independently and were beginning to tackle longer longer sentences. They were all able to read a range of familiar words and all read some simple sentences without help. They were generally quite monotone still in their reading but this is expected at a 1b level and was being tackled as a focus of the session. When working all together at the start of the session the teacher prompted them to use their phonic strategies but once they were working in their pairs they were all able to use their knowledge of grapheme/phoneme correspondence to work out words, with only redacte needing slightly more support. They were noting punctuation (speech and exclamation marks) with Sea being particularly confident. However, they still needed prompting and their achievement in this area was more typical of a 1c. The whole group prioritised the print. **AF2 and 3** The focus today was AF1 so evidence of these AFs wasn't seen during the session. However, redacted showed her reading records/ observations and had notes of a number of occasions when members of the group had shown good understanding and achieved these statements. In addition she had pieces of writing that showed their comprehension. She also showed her use of the Simple View of reading quadrant to plot their strengths and points for development. There was enough evidence to show attainment at a 1b level. Running Records had been used to confirm levels and Benchmark Level 12 confirms that Green is the correct colour band. They also showed evidence of good comprehension at that level. The teacher has assessed this group as having achieved 1c and working on 1b. I agree that they are working on 1b but evidence shows they have achieved enough of 1b to be said to have achieved it and to be securely working at this level. However, they are not yet ready to start working on 1a as they need to consolidate their ability to read longer sentences, use punctuation independently and probably have some experience of some Orange books.	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 Not seen during today's session but planning notes/ records showed attainment of these statements and Miss Qualtrough reported their comprehension is stronger than AF1.
	AF 4
	AF 5
	AF 6
	AF 7

Reading Assessment Descriptors –Level 3c

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. √ Some stronger than others Book bands Lime books. √ Support for Spelling √	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. √ - some of group, others still need support	Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. √	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.

AF1

The group generally read fluently and accurately and most were able to decode unfamiliar words without teacher intervention. redacted were particularly fluent. They all needed some help on really long, unusual words but they were able to use their grapheme-phoneme correspondence effectively. They were all confident at explaining strategies they might use when encountering an unknown word (spelling patterns, splitting words into syllables, using graphemes and using context by reading on). When reading individually, however, redact was quite weak in this area and clearly needed some support. Most were able to pause at full stops and had appropriate expression, although again redact was slightly weaker. reda and her partner were particularly good at taking account of punctuation and using good intonation and expression. redact was able to give examples of how to alter voice when seeing exclamation and questions marks. The group talked about reading on but evidence today suggests the group as a whole need to become more proficient at using a range of whole text strategies e.g. sub vocalising, self correcting.
Benchmark running records had been carried out at level 25 and showed Lime is the correct level. They were being used as effective diagnostic tools and also showed that most had sound understanding of what they had read.

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. √ - needed some prompting

AF 2 & 3

The Hotseating activity showed the group had a really good grasp of the main ideas and events so far (particularly redacted) and they were able to reference other texts when talking about both events and characters. The focus today was on identifying characters and their characteristics. They were starting to do this but still needed prompting to give justifications for their answers.

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 eg heading, index, fact boxes etc.
More evidence needed

AF 4

redacted shared her evidence of all AFs and showed a useful tracking sheet used to identify gaps. She identified the need for more evidence of AF4.

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 √ - some evidence but still needs consolidation, particularly around the specific effect.

AF5

Members of the group identified alliteration but they now need to think about the effect on the reader.

AF6
Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.
Not seen today - some evidence in file.

AF7

There was definite evidence today of the 2a statement in AF7 (notices similarities or differences between texts in a series) and redacted records showed achievement at 3c.

There was enough evidence seen today for the moderator to agree that the group has achieved 2a and is working at 3c. redacted is gathering a good range of evidence for all AFS. By the time end of year assessments are complete a number of this group should have achieved 3c.

AF 7
Is beginning to show an awareness of genre and literary traditions
Evidence seen today of 2a attainment - some further evidence in file.

(N) Narrative
(NN) Non-narrative

Moderation Observation -Year 3   Teacher –redacted   Date – 20/5/15
Reading Assessment Descriptors –Level 3c

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. √ Book bands Lime books. √ Support for Spelling ?? - not clear	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. Not seen	Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. √	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.

AF1 The members of the group read fluently and accurately when reading in pairs and could generally decode unfamiliar words without teacher intervention. They generally read with very little need to decode words so word identification strategies weren't really demonstrated or discussed. However, they showed good knowledge of punctuation marks, all identifying speech marks and adding appropriate expression when people were speaking. Their intonation and phrasing was good and at a 3c level. There was some evidence of self correction by a couple of individuals. Benchmark running records had been carried out at level 25 and showed Lime is the correct level. The Benchmark had also been used to identify targets. Reading today and the Benchmarks showed the children were clearly aware of and able to use graphemes and spelling patterns at Phase 5 and Support for Spelling level. However, redacted reported they are working on Phase 3. This is incongruent as 3c readers are usually working on Support for Spelling objectives. AF2 The main focus of the session was referring to the text to explain characters. They could use inference to identify characteristics e.g. "She smiled after she snapped so she's not really nice," and "She's not a good character because it says 'for some reason Cat didn't like that smile.'" The were able to provide examples from the text to back up their ideas about events and characters. AF5 Their ability to find words that suggested features of character provided some evidence if identifying words within the text that the author chose for a specific effect. This still needs consolidating with more evidence of literary features. AF 7 The group showed a good understanding literary traditions related to traditional stories/fairy tales, being able to identify them and note similarities between different texts of the same genre e.g. "They both have good and bad characters, they both have tricks in them." They could also note differences between the times when stories are set e.g. "The modern story has lots of shouting in but this traditional one doesn't." They then went on to give examples of traditional tales that do contain shouting There was enough evidence seen today for the moderator to agree that the group has achieved 2a and is working at 3c. Although a number of AFS weren't seen today, redacted was able to show evidence of achievements in some of these AFs. Based on the evidence this group hasn't yet achieved a 3c but should have done by the end of the year.	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. Not seen but re showed examples (NN) Is beginning to locate info by using organisational features eg heading, index, fact boxes etc. Not seen 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 Some (words that show characteristics). Needs consolidating AF6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. Not seen AF 7 Is beginning to show an awareness of genre and literary traditions √

(N) Narrative

(NN) Non-narrative

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Reads a range of texts fluently and accurately.	Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word	Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.	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

The session was well planned and had a very clear focus.

AF 5
The whole session focussed on this AF meaning the children really had time to embed the objectives.

The children were able to confidently identify words and phrases using a 'read, remember, write' system and were able to verbalise how they were 'reading as writers'. Examples from the text showed that they knew how and why authors had chosen certain phrases. (A next step would be to analyse sentence choices and the effect these have on the reader)

All children were able to explain why they liked the word/phrase that they had chosen, giving detailed responses such as 'It told me more about the character' and 'it used alliteration, which made me want to read it'. The extension activity challenged this further and their understanding was consolidated here.

Because this AF was the sole focus of the session, it meant that the children really achieved the 'consistent' element of the AF. This was further evidenced when looking at previous work.

Mrs .... shared her reading folder with me which included evidence for all of the Assessment Focus areas. These provided evidence for the Level 3b/3a AFs not seen today. e.g. Reading activities in planning showed AF2-4 (this included a range of non-fiction), homework activities showed evidence of AF6 and 7. Throughout her reading sessions she constantly focuses on AF1 and there was lots of evidence to support this. redacted also showed me her targets and explained how her on-going assessment evidence provided clear next steps for each group/individual. She knew her children well and was able to use individual questioning to further develop some of the group when necessary.

I agree that these children have achieved level 3b and are making good progress towards level 3a.

I really enjoyed the session. Thank You.

AF 2 & 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.

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.

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

AF6
Is beginning to evaluate critically the effectiveness of a text.

AF 7
Has a secure awareness of genre and literary traditions

AF 2 & 3	AF 4	AF 5	AF6	AF 7
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 √	N – Can confidently and consistently identify and discuss significant √ or pivotal moments in a text.	Explains how the way in which words are used to create a specific effect on a reader √(display and in session)	In responding to a text, displays an understanding of an author's intentions or point of view √(display and discussions with teacher)	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. √(homework)

Text - Stig of the Dump

AF2/3 - The session started with an excellent hot seating activity which set the scene for the rest of the session. This focussed on AF2(literal retrieval) but ended up branching in to AF3 also. The young boy who was on the hot seat was able to give extremely relevant and detailed responses to all of the thoughtful questions provided by the other group members. Questions included Was he excited? How do you know? Do you think Stig let you down? Excellent understanding of the text from all.

The main part of the session focussed on finding evidence in the text and reading between the lines to back up their ideas. A variety of questions were asked by the teacher and all children were able to look for clues from the text.

AF 4 -
All of the children were able to identify significant events through activities mentioned above.

AF 5
Evidence of this was presented on the class reading display board linked to Stig of the Dump. Certain words had been identified for impact and the children had analysed the impact. The reading session further developed this as the children had to manipulate their use of words to explain how they were feeling. e.g. his face lit up - happy

AF6
The reading display board also provided evidence of understanding of the authors intentions and points of view. The class teacher also provided evidence of this with reference to previous texts. (Carrie's War)

AF 7 - The homework activity set will provide evidence of this, and after a brief discussion as the children were leaving the session, it was clear that they have some strong opinions on hunting already. The discussion of this in a future lesson should be exciting and interesting.

The teacher knows the group well and the session included a variety of activities which all linked to the AF's. redacted   was able to talk through planning and tracking which showed that all of the group were secure at a 4b and had achieved many elements of level 4a. Because of this evidence and following what was observed in the session, I feel the children are confidently working at a level 4a.
I really enjoyed this session. Thank you.

AF 2 & 3	AF 4	AF 5	AF6	AF 7
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 √	N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. √	Explains how the way in which words are used to create a specific effect on a reader √	In responding to a text, displays an understanding of an author's intentions or point of view	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.

Eric
The teacher introduced the session with reference to prior learning. The Success Criteria was effectively introduced and referred to throughout the session. All children used self-assessment to identify heir own next steps within reading(questioning).

AF2/3 -
The focus of the session was to develop inference and deduction skills through locating and referencing evidence and using a range of questioning skills to develop understanding. The children were all able to reference the text when asked what was happening at different points in the story. The whole group were able to discuss the importance of the last page of the text and provided evidence of some maturing inference and deduction skills through verbalising why they felt Eric must have enjoyed his stay. Observations and discussions of illustrations further added to their understanding. As this group are working towards level 4a, the teacher had identified this as an area of focus for the half term.

AF 4 -
All of the group were able to identify significant events throughout the story and explained why they were relevant. They confidently discussed different parts of Eric's stay and why they added to the overall plot. They wrote about these on whiteboards and used summarising skills to highlight the pivotal events effectively.

AF 5
2 of the 6 children were able to give a detailed description of how the word choices throughout the text showed that there was an underlying sadness from Eric and uncertainty from the family being visited. Most children used showed some evidence of this within their answers.

AF 7 - The introduction to the session provided evidence of the children's ability to identify features of a genre. They were able to discuss in detail how Tales from Suburbia linked to their learning and what was different about this genre. They summarised well and one child was able to link their understanding of the text to their own experience (5c) 'I've used one of these

redacted   provided evidence of detailed planning, evaluation and tracking which all showed that the children had achieved Level 4b and were progressing well within the 4a level descriptors. This was very coherent and well organised. She explained that she had spent a few weeks focussing on AF2/3 and both AF1 and AF6 have already been identified as potential next steps. Her tracker and follow up tasks provided evidence of the AFS not seen today (mainly 4b - some 4a). The session and activities was clearly linked to the AFs.

I agree that the children are working towards a 4a and I really enjoyed the session. Thank you