

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: Ballaugh

Key Stage: FS, Key stage 2

Levels Moderated: 1c (Foundation Stage) 4c(Y4) 5c (Y6)

Date: 4th May 2017

Focus of visit:

redacted observed 3 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 - Reception

This group was assessed by the school as achieving 1c, working on yellow/blue colour band books and statements. Moderator agreed with the level. See additional notes.

Group 2 - Year 4

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

Group 3- Year 6

This group was assessed by the school as achieving level 5c. Moderator agreed the level. See additional notes.

General Commentary

- ✓All levels were accurate
- ✓Discussion with staff showed they were aware of the AFS and all 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
- ✓Assessments were up to date
- ✓Next steps were identified
- ✓Planning was thorough and adapted
- ✓All sessions were planned for using different formats with links to the Island's level descriptors
- ✓Some staff are using Bench Mark and running records
- ✓The school has developed a real passion and positive ethos for reading across the school and does not have any concerns about reading as a priority at present
- ✓The school feels that they are very well supported by parents as regards reading, particularly in KS1
- ✓A range of teaching strategies were observed during the sessions - use of whiteboards, talk partners, stickies, in KS1 the use of outdoors was incorporated alongside phonics activities
- ✓Some very high aspirations for reading, the older year groups displayed some very high level thinking in their discussions of the text

Recommendations

- ★Set up some within school paired sessions to share practice and moderate levels
- ★Begin to use whole texts in year 4 to prepare the children for year 5 reading expectations
- ★Consider looking at different running records to see at a glance where the children are at and any gaps that there may be
- ★Develop the use of non fiction texts within guided reading sessions

Reading Moderation Foundation Stage Ballaugh School - redacted Level 1c

<p>AF1 Letters and Sounds Mostly working within Phase 3</p> <p>√</p>	<p>AF1 Book Bands Yellow and Blue</p> <p>√</p>	<p>AF1 Fluency Follows print with eyes, finger pointing only when struggling</p> <p>√</p>	<p>AF1 Word identification Explores and experiments with sounds, words and letters. Reads some familiar words and simple sentences independently. Needs to be prompted to use phonic strategies</p> <p>√</p>	<p>AF1 Punctuation Shows an awareness of punctuation when prompted</p> <p>√</p>	<p>AF1 Whole text strategies Knows that print carries meaning and, in English, is read from left to right and from top to bottom</p> <p>√</p>
<p>The text used today was From Seedling to Tree (yellow) a non fiction text - the book made links to the class topic.</p> <p>Throughout the session all of the children in the group showed evidence that they are working within Phase 3 of letters and sounds. They played a warm up game with phase 3 tricky words and the children spotted words throughout their reading that had the phoneme 'ee'. The children also made words linked to their tricky words and predicted some words that they would find in their reading using magnetic letters. The children made comments about 'two letters one sound' when trying out words during their independent reading part of the session.</p> <p>When reading to me there was evidence of experimenting with sounds and reading of familiar words along with simple sentences. All of the children needed prompts to use phonics strategies however redacted seemed to be the strongest of the group and was able to make links to words redacted had used or had seen before to help redacted understanding.</p> <p>The group knew the names of some of the punctuation used in the text and most of them naturally stopped when they came to a full stop.</p> <p>Some of the children were showing evidence of 1b AF1 - using pictures as confirmers.</p> <p>The children were all able to discuss the text and answered questions relating to what they had read. redacted were showing signs of making links to other books they had read and their own experiences.</p> <p>Based on today's session and discussion with the teacher, the moderator agrees that this group is working at 1c and are ready to start working on 1b targets.</p> <p>Thank you for welcoming me into your session today.</p>					<p>AF 2 & 3 Only comments on the book when prompted, often focussing on inappropriate detail in the illustrations. Still relies on adult support to help make sense of the text.</p> <p>√</p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

Reading Moderation Year 6 Ballaugh School - redacted Level 5c

AF 2 & 3	AF 4	AF 5	AF6	AF 7
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 it's 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. √

Narrative text - Kensuke's Kingdom by Michael Morpurgo

The children had pre read the chapter and had made notes/jottings about what sort of character Kensuke was. They had also made predictions about Kensuke's past using evidence from the text. The children used PEE as their basis for anything that they had jotted down.

All of the children were able to talk about their evidence - using their quotes, references and inference confidently. The children referred back to links within the text throughout the session.

There was very rich discussion taking place and some high order thinking processes being shown about their reading throughout the session.

The main focus of this reading session was to draw out ideas within the text (AF4) and to discuss a pivotal moment in the text. All of the children used their pre reading jottings to discuss their findings about Kensuke. They confidently expressed their judgements using direct quotes and thoughts from the text - e.g. I think Kensuke is a doctor because he has knowledge of healing, I think he is into horticulture because of his knowledge of plant properties etc

The children talked about the main purpose of the chapter they had read and alluded to the effect that this had on the reader - they talked about suspense, the feelings that the reader had towards Kensuke and whether they liked this character based on their actions.

The children used evidence from the text to support their conclusions about life in this historical context portrayed in the book. They were able to relate their reading to information they knew about Nagasaki and they made comments about the culture of Japan . redacted was very coherent with re explanations here. The children were also linking their reading to other books by the same author and other texts that had historical contexts.

Based on today's session and discussion with the teacher and children, the moderator agrees that this group is working at 5c and will be quickly ready for 5b targets and the use of texts of an increasing complexity.

Thank you for welcoming me into your session today.

Reading Moderation Ballaugh School - year 3/4 Level 4c

<p>AF 2 & 3 When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction √</p>	<p>AF 4 (N) Is beginning to identify and discuss significant or pivotal moments in a text. (NN) Is beginning to identify key facts/information and summarise to display understanding √</p>	<p>AF 5 Is beginning to explain how the way in which words are used creates a specific effect on the reading √</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text.</p>	<p>AF 7 Is beginning to categorise text by genre and demonstrate the ability to identify features of that genre using evidence from the text. Can place a text within it's social, cultural and historical context</p>
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AF 2&3

The children were able to use inference with a growing confidence as the session went on. They were able to discuss how the characters would be feeling and the children were able to back this up with evidence from the passages being read. [redacted] were able to talk in depth about the characters “He was feeling tortured”.

AF4:

All of the group were able to discuss pivotal moments in the story and went on to highlight the words the author used to help the reader recognise that it was an important part. “The pivotal moment is where it changes”, “ They were practising and they changed their feelings after that”. [redacted] was able to find examples from the pivotal moments explain linking behaviours and opinions.

AF5:

The children spent a lot of the session focusing on this AF. They could all talk confidently about the effect certain words had on the reader and how the mood/emotion was developed by the author. They were able to find evidence from the text to show their understanding, and some teacher led questioning developed this further.

[redacted] “She waved her tail graciously” [redacted] then went on to discuss how this shows us the way Mother Jaguar acts and behaves. Discussions around hyphenated words, alliteration and adjective choices showed a good understanding of how effects are created by the author.

AF6

Opinions on the text were shared well by all children. Most were able to explain and back up their ideas by relating it to examples from the text.

Moderator agreed the children were working within 4c level. Some children showed some elements of 3a at times and one boy was learning within a 4b context. Overall Moderator agreed it was a 4c Guided Reading session.