

Department of Education and Children

Rheynnynsee&Paitchyn&

Reading Moderation Visit

School: Braddan Primary School
Key Stage: One and Two
Levels Moderated: 2b (from Y2) 3b (from Y3 and Y4) 4b (from Y5)
Date: 19th January 2017

Focus of visit:

redacted observed 4 guided reading sessions from year groups in KS1 and KS2. These sessions were moderated against the *Isle of Man Level Descriptors for Reading* and judgments were discussed with the class teachers and head teacher.

Group 1 - Year 2

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

Group 2- Year 3

This group was assessed by the school as achieving level 3b. Moderator agreed the level in one case, but it was agreed that there was only sufficient evidence to suggest the other students were working at a Level 3c. See additional notes.

Group 3 - Year 4

This group was assessed by the school as achieving level 3b. Moderator agreed the level. See additional notes.

Group 4 - Year 5

This group was assessed by the school as working within level 4b. Moderator did not have sufficient evidence to agree that pupils were working confidently at a level 4b and teacher agreed they were most likely working at a level 4c. See additional notes.

General Commentary

Most levels were accurate.

In most cases, discussion with staff showed they were aware of the AFS and 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 – despite this not always being made explicit at the start of all sessions.

School is using Bench Mark/running records.

The school has had a focus on developing a consistent approach to guided reading and the head teacher had a clear understanding of where the school is up to and what needs to be developed next.

School has invested in the Reading Eggs app and it is proving to be successful so far. In addition to this, pupils had recently been introduced to the 'Letter-Join' app, which was also engaging students and helping improve handwriting and general accuracy.

Reading challenges were an expected follow-on activity after all guided reading sessions.

School has established great links with the Douglas Family Library and frequently makes visits and get involved in various projects they're doing there.

Recommendations

- Share AFs with pupils so their objective is clear throughout the session. This was happening in some cases but not all that were observed.
- Perhaps aim to extend the range and variety of activities to develop selected AF during guided reading sessions. Mixing up the activities will ensure sessions have pace and help keep children's interest, allowing them to show their response to texts in a fun and active way.
- Set up some within school, paired sessions to share good practice and moderate levels.

Moderation of reading observation - year 4 Teacher Mrs Boardman 19/1/17

Reading Assessment Descriptors Level 3b

<p>AF1 Fluency Reads a range of texts fluently and accurately.</p>	<p>AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word √</p>	<p>AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension. √</p>	<p>AF1 Whole text strategies 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>Text - The Queen's Bed by Karen Wallace AF1 During independent reading the pupils demonstrated that they used a range of techniques to de-code any unfamiliar words and were able to use punctuation to enhance their reading style. The reading was fluent and generally accurate. The pupils were able to talk about the strategies they used and gave examples - reda "I read on a bit to see if a word makes sense or try to decide what word would fit in that place." redac spoke about using phonics and sounds to help her understand an unfamiliar word.</p> <p>There was evidence of self correcting and several of the children asked for clarification of meaning for some unfamiliar words.</p> <p>AF2 & 3 The main focus of the session was split between finding evidence from the text to consolidate their understanding of the plot and some AF 7 learning linked to finding evidence to support the historical context of the story. The children had pre read the chapter before the session in order to spend time finding reasons/ideas in the text to explain ideas about character and plot. The students were all able to do this independently, using white boards to jot down ideas as the teacher spent time reading with the group individually. There was very secure evidence here that the pupils could find quotes from the text to help them make decisions about a character. reda: "She was ungrateful and bossy because ..."</p> <p>AF5 There was some evidence from the group of the sorts of word choices chosen by the author to create an effect about the Queen - redact "the author tells us she orders everyone else to wear black and white ..."</p> <p>AF7 The children made reference to previous books they have read by the same author and made links to the whole class topic (Tudors). The children demonstrated some higher AF7 (4c) skills as they recorded words and phrases which supported their conclusions about life in this Historical context. redacte "My mum would buy me a new bed from a shop but they are making a bed from materials and hand tools."</p> <p>The session was well planned with AF objectives and NC levels</p>			<p>AF 2 & 3 Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation in fiction or main ideas and supporting details in non-fiction. Can find reasons in text to explain how or why something happens. √</p> <p>AF 4. (N) Can discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, storyboard. (NN) Can locate information efficiently by using organisation features e.g. index, glossary, headings, fact boxes etc</p> <p>AF 5. Identifies from within a text examples of words or literary features (e.g. alliteration, sentence structure variation) chosen by the author to create a specific effect √</p> <p>AF 6 In responding to text, is beginning to display an understanding of the author's intentions or point of view √</p>

Moderation of reading observation - year 4 Teacher Mrs Boardman 19/1/17
Reading Assessment Descriptors Level 3b

identified. The teacher showed a very good understanding of all of the children's reading skills and had a bank of evidence to support the judgements made.

Evidence from the discussion showed that guided reading links to either the writing genre, or the class topic.

The moderator agrees that these children have achieved level 3b, and are already working within level 3a.

The teacher had very high expectations of the group and they responded well to this and enjoyed the level of challenge.

Thank you for sharing your reading session with me.

AF 7.

Has an awareness of genre and literary traditions

✓

Higher target here as 4c

(N) Narrative

(NN) Non-narrative

Reading Moderation Assessment Level 3b

<p>AF1 Fluency Reads a range of texts fluently and accurately.</p> <p>✓</p>	<p>AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word</p> <p>✓</p>	<p>AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.</p> <p>✓</p>	<p>AF1 Whole text strategies 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>Year 3: redacted class had been reading from a book of Folk Tales and showed an awareness of the genre during a preliminary discussion about the book. redacted answered that they were stories that were 'told long ago, they used it as entertainment.' Teacher asked red if he could remember anything, he replied 'No.' redacted couldn't recall what a merchant was but redacted recalled it was 'someone who sells stuff'. redacted asked if it was 'someone who sells gems and things like that.'</p> <p>Teacher asked 'What had we learnt so far?' and the children all managed to recall or scan the text for clues. Imogen could recall the 3 questions from the text without having to use the text for reference.</p> <p>Pupils needed a little prompting to remember what the character was looking for, how they were feeling and why.</p> <p>Teacher questioned redacted 'How did she get around not being naked?' redacted replied, 'She was not properly dressed.' redacted added a little more detail.</p> <p>Teacher questioned pupils if they came across a tricky word, i.e. 'What does 'confessed' mean?' redacted had a good go at coming up with a definition but Imogen gave an excellent definition.</p> <p>redacted picked up on the word 'neither' in the text, which he linked to prior learning as only the day before had the class learnt about 'neither' and 'nor'.</p> <p>Teacher asked, 'What are you if you're curious?' redacted couldn't offer an answer, redacted knew and responded clearly.</p> <p>redacted misread 'realised' and said 'released' redacted explained the meaning confidently.</p> <p>redacted read clearly and confidently, as did all of the children in the group.</p> <p>redacted had to be reminded to acknowledge the punctuation at one point but slowed down the pace after this. redacted also failed to pause at a few full stops. The other students used the punctuation to enhance intonation, however.</p> <p>Due to time restrictions, students were asked to read on to the end on their own and they were to consider the question, 'How do you feel about the nobleman now?'</p> <p>redacted gave a very good response and was referring to quotations from the text to support her ideas.</p> <p>redacted answered, 'I think he was in love with her.'</p> <p>redacted didn't quite get the right idea and thought the woman had 'taken his house'.</p> <p>As a follow up task, the teacher told students they would be considering 'What words the author uses to make us come to the conclusions we do about the nobleman?'</p>			<p>AF 2 & 3 Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation is fiction or main ideas and supporting details in non-fiction. Can find reasons in text to explain how or why something happens.</p> <p>✓</p>	<p>AF 4. (N) Can discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, storyboard. (NN) Can locate information efficiently by using organisation features e.g. index, glossary, headings, fact boxes etc</p>	<p>AF 5. Identifies from within a text examples of words or literary features (e.g. alliteration, sentence structure variation) chosen by the author to create a specific effect</p>	<p>AF 6 In responding to text, is beginning to display an understanding of the author's intentions or point of view</p> <p>✓</p>	<p>AF 7. Has an awareness of genre and literary traditions</p> <p>✓</p>

Reading Moderation Assessment Level 3b

All pupils could read fluently and accurately, but apart from redacted they struggled a little with reading for meaning.

As agreed with redacted I had evidence to agree that redacted was working at a Level 3B but that the boys were working at a Level 3C. However, it was clear that the teacher knew where the pupils were at and was aware of their strengths and areas for development.

- Students were not made aware at the start of the session which AF they were focusing on in that particular session so this could be something to consider in subsequent reading sessions.
Teacher had experimented with doing a whole class read which had proved to be successful.

(N) Narrative

(NN) Non-narrative

Moderation Observation -Year 2 Teacher -Mrs Roberts Date - 19/1/17

Reading Assessment Descriptors -Level 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 – Anancy and Mr Dry Bones (white book)</p> <p>The group read fluently and accurately during the session. Whilst listening in on their independent reading the children were all using intonation and expression, which enhanced understanding. This was particularly clear when they read sentences with speech marks present. The children were confidently reading ahead and were self correcting when their reading did not make sense.</p> <p>The children were able to tell me what sort of strategies they use to read tricky/unfamiliar words and demonstrated that they used phonic, picture and context cues.</p> <p>The main focus of the session was AF 2/3 based. The children were all able to confidently discuss and compare the characters in the text using the text to support their ideas. They also made links to other characters they had come across in books read recently (AF 7). redact was also able to make links to her own experiences when she talked about how she knew the word 'conjuring' because her dad did magic tricks at home.</p> <p>The children responded confidently to probing questions about the main points of the story and discussed which characters they preferred and why. Again, the group used ideas from the text to support their views.</p> <p>The session was well planned and prepared for, and the teacher demonstrated that she knew the children well, both strengths and weaknesses.</p> <p>Evidence provided in the form of reading record assessment sheets</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>

Moderation Observation -Year 2 Teacher –Mrs Roberts Date – 19/1/17

Reading Assessment Descriptors –Level 2b

(used by whole school, included in guided reading file) supported this judgement. Evidence also included Benchmark assessments.

The children were going to be following up the session by finding adjectives in the text to describe the characters - this linked to their whole class learning too.

The moderator agreed that these pupils have achieved level 2b and are working within 2a - **redacted** some very secure elements. Recommendations would be to try out the use of whiteboards/post it notes for the children to jot ideas down during the independent reading.

Thank you for sharing your reading session with me I really enjoyed it.

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.

Reading Assessment Descriptors Level 4b

<p>AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p> <p style="text-align: center;">✓</p>	<p>AF 4 (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 Explains how the way in which words are used to create a specific effect on a reader</p>	<p>AF6 In responding to a text, displays an understanding of an author's intentions or point of view</p>	<p>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 its social, cultural and historical context.</p> <p style="text-align: center;">✓</p>
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redacted Year 5 – redacted

The group were sat on the floor for their guided reading session whilst the remainder of the class were working on the laptops. At times, I was straining to hear what the boys were saying but the noise didn't appear to affect their focus or concentration, which was great.

The group was reading a play, 'The Curse of the Baskervilles'.

Teacher asked, 'Have you heard about Sherlock Holmes stories before?' One student asked if he was real, and there was a general understanding of his character and what he was known for. Teacher read the explanation in the text on 'How to read the plays' so they had a clearer understanding before starting the reading.

Pupils were asked to read the play themselves first, looking for clues that might help Sherlock work out the mystery. Students were not informed which AF they were focusing on in this session. During the independent reading the students were well engaged.

Teacher posed the question, 'What might happen in a detective story?' in order to allow students to reflect on what they already knew about the genre and this provoked a couple of the students to recall some work they had done the previous year on red herrings and detective fiction.

Teacher questioned, 'What were your first impressions, re?' He responded that he 'didn't know what was going to happen' but from the image at the start of the play he suspected one of the characters was going to be a 'shady character'.

redacted reminded the boys she was looking for expression and they chose their roles. Pupil who was in role as Sherlock made the best attempt at putting on an accent but there was some attempt from the others. Perhaps they could have been asked to stand so they could have considered using their body language as well to develop their characters. There was evidence of the boys trying to use the punctuation to help determine their expression but the boys read fluently and accurately.

Time was short so I did not get to see as much as I would have liked, but teacher informed the group that next time they would be discussing in more detail some of the clues found and they also considered what they could do to make their presentation better next time. One pupil suggested they could perhaps improve their expression; the group struggled to recall where one of the characters was from, which might have given them an idea of which accent to

**Reading Assessment Descriptors
Level 4b**

use.

Despite not getting to see as much as I would have liked, it was clear that steps were in place to encourage pupils to value reading and writing, for example the other pupils were on the computers on either the Reading Eggs app or on an app called Letter-Join which was proving to be successful in encouraging children to concentrate on their accuracy, according to the teacher.

In discussion with **redacted** after the lesson, it was agreed that there was insufficient evidence to suggest the boys were working at Level 4b and that they were most likely working at a 4C at present. This may have been primarily down to the fact they ran out of time and therefore did not manage to get into more insightful discussions; however, I also did not have time to see any further evidence to support the fact that students were working at a level 4b, for example, from a guided reading file.

Thank you for allowing me to observe your lesson.

(N) Narrative

(NN) Non-narrative