

Department of Education and Children

Rheyenn Ynsee as Paitchyn

Reading Moderation Visit

School: Bunscoill Ghaelgagh

Key Stage: One and Two

Date: 25th May 2017

Focus of visit:

redacted observed 4 guided reading sessions, one from each class in FS/KS1 and KS2. These sessions were moderated against the Isle of Man Level Descriptors for Reading. Most groups were observed reading in Manx and the Year 5/6 group was observed reading in English.

Group 1 - Year 5/6

This group was assessed by the school as having individuals working between 4b and 5c. The moderator agreed with the teacher's judgements. See additional notes

Group 2- Year 3/4

This group was assessed by the school as working between 2a and 3b . The moderator agreed with the teacher's judgements. See additional notes.

Group 3 - Year 1/2

This group was assessed by the school as having individuals working between 2c and 2a. The moderator agreed with the teacher's judgements. See additional notes

Group 4 - Year FS

This group was still working at an emerging reader level so no moderation took place. However, it was agreed that there are clear links between the Manx learning seen in the session and the ELG statements. See additional notes

General Commentary

- ✓All levels were accurate
- ✓The school has a clear and relevant reading policy that reflects practice.
- ✓The Island Level Descriptors are used when assessing reading in both Manx and English.
- ✓Staff were very aware of the differences between Manx and English, particularly regarding grammar, but still make the level descriptors relevant.
- ✓The sessions were linked to the AFs.
- ✓There was evidence of teachers making informative comments/notes about their groups to help recognise what the children could do and what they needed to do next.
- ✓Relevant phonics is taught systematically.
- ✓Teachers have an in depth knowledge of the available texts and take great care choosing texts that match the needs of the group.
- ✓Teachers knew children well and were skilled at differentiating questions for the several levels within a group.

Recommendations

- ★Continue to explore issues around availability of and access to appropriate higher level Manx texts, particularly around the 3b - 3a level.
- ★Establish internal moderation observations or paired teaching sessions to share good practice and build staff confidence.

<p>AF 2 & 3 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 Not see to day</p>	<p>AF 4 N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. Not seen today NN – Can confidently and consistently 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 it’s social, cultural and historical context.</p>
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Reviews of The Voyage of QU66.

AF7 - All of the group were able to demonstrate the ability to identify features of the genre, using evidence from the text (4a). They were able to explain what a review should contain (summary of the text plus opinion about what was good/bad about it). They were all quite clear that the summary should not include too much detail. There was some discussion around whether one sample was a review or not as it didn't have very much opinion.

AF6 - The session started with a good discussion about the types of text the group liked to read. They were able to identify a range of genres and express opinions about them. This was evidence of 5c statement, 'can express clearly and confidently what they liked and disliked about it.' red was slightly weaker, although may have just been reluctant to speak. redac was confident when explaining the author's intentions as he was able to explain the author's opinion, quoting from the text, and then explain who re could have written it for (the author of the book, other readers). redact was also good at this and explained that the reviewer had included just the right amount of facts and, although re had included detail to persuade you to read it, re hadn't given too much away. They both showed attainment at 4a in this AF, with redac being more confident and being more typical of a 5c.

When discussing whether they agreed with the reviewer, most of the group (not so sure about red but he was joining in) were able to evaluate its effectiveness. reda was particularly confident and was able to explain that it might not be suitable for younger readers as redact could be a bad influence.

AF5 - They were all able to find "high level words" e.g. superlative, hair-brain. red also recognised that re didn't know what some of them meant but knew they were positive. I am confident that they could all explain the effect these words were supposed to have on the reader, with red and redac being more confident.

redacted knew her children well. She understands the AFs and this session was clearly focussed on some of them. Record keeping and notes show she monitors progress across the AFs.

The moderator agrees that redacted are moving into 5c, with red being the most secure. Evidence today supported redact being a 4a and red had elements of 4a, although contributed less so I am more confident saying he is a secure 4b. You may get higher level written responses from reda

Thank you - I enjoyed the session.

Level descriptors for for3c

AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.	AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation.	AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.	AF1 Whole text strategies 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.
<p>The observed group were reading the text Cabdil Kiare which had been translated into Manx. The group were reading between Level 2A and 3C/B The session was very well planned focusing on Af 1 Punctuation - using their knowledge of punctuation marks to enhance phrasing, intonation and comprehension. Af6 the feelings created by the story. The session also focused on why lenition happens and finding examples of this within the text, considering which letters could have been used before.</p>			<p>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.</p>
<p>Af1 Fluency redacted displayed a good level of fluency in their reading, pausing only to tackle unfamiliar words. redacted was slightly less fluent but re reading was generally accurate and red was able to tackle unfamiliar words with only a little support when needed.</p>			<p>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.</p>
<p>AF1 Word Identification All of the children were using a combination of phonic and contextual clues to a greater or lesser extent.</p>			<p>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</p>
<p>Af6 All of the children were able to talk about the use of suspense in the story and how certain words and phrases helped to create this. They also used their voices to help create a sense of suspense when reading aloud.</p>			<p>AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.</p>
<p>redacted had planned the session extremely well, taking into account the individual needs of each child within the group. She used careful differentiated questioning and encouraged them to use inflection and vary the tone and pitch of their voices to create an element of suspense. There was clear evidence of on-going assessment using the AF's as well as recording the children's understanding and acquisition of Manx when reading and detailed assessment notes were kept as evidence of what the children had achieved .</p>			<p>AF 7. Is beginning to show an awareness of genre and literary traditions</p>
<p>The moderator agreed with the levels that the children were reading at. redacted were all reading at L3C with some elements of 3B. redacted was reading within L2A with some elements of L3C.</p>			
<p>I enjoyed the session. You had planned it well, taking into account the needs of each child. Thank you</p>			

Level descriptors for for 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>The observed group were reading the text "Spennig" by Polly Dunbar which had been translated into Manx. This was a mixed ability group who were reading between Levels 2C to 2A. The session was extremely well planned focusing on unfamiliar non-inflected verbs, identified by their proximity to the auxiliary 'ren'; through finding the verb in a sentence. The plan also focused on developing fluency and using expression when reading a text.</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>At the start of the session there was a lively warm up where the children were encouraged to recall verbs they knew by acting them out. The teacher used some good differentiated questioning to extend identified children within the group.</p>					<p>AF 4. Response to the book includes reference to some presentational features.</p>
<p>AF1 Fluency</p>					<p>AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.</p>
<p>red was able to read longer sentences with fluency(2A). redacted were able to read short sentences with fluency and were beginning to tackle longer sentences with increasing fluency (2B WT 2A) . redacte reading was generally fluent 2C.</p>					<p>AF 6. Can state if they liked or disliked a book</p>
<p>AF1 Word Identification</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>All of the children were using a combination of phonic and contextual clues to a greater or lesser extent. red was only using phonic clues when tackling longer unfamiliar words.</p>					
<p>AF5</p>					
<p>The children were tasked with moving to the text to find un- familiar non inflected verbs with each child being given an opportunity to demonstrate and talk about the verb that they had found and to record them on a whiteboard. red was able to quickly and independently find verbs within the book. red and redact were initially supported by the teacher but then had a go independently . redact was sensitively supported by the teacher who helped him to identify verbs and to talk about them. The secondary aim of this activity was for the children to use these new verbs in their writing later in the day.</p>					
<p>redacted knows her children extremely well. This was evident from the good use of differentiated questioning which enabled the children to be supported and extended at their own level. There was clear evidence of on-going assessment using the AF's as well as assessing the children's acquisition of Manx when reading . Notes were used to record what the children achieved during each session and what their next steps for learning were.</p>					
<p>The moderator agreed with the levels that the children were reading at. red 2A was working within 2A . redacted were working within 2B and redact was a solid 2C with elements of 2B.</p>					
<p>This was a well planned, lively and interactive session pitched at the right level for the children. I enjoyed the session . Thank you</p>					

Moderation Observation - FS Teacher – redacted

Date – 25/5/17

Emerging readers

The observed pair are not yet working on the Level Descriptors as they are still emerging readers. They are also still working on learning Manx vocabulary. However, it is clear they are making progress.

There are difficulties in finding texts at an appropriate level in Manx but the school has worked hard to produce a structured set of books that introduce common sounds and words in Manx with phonics being planned and linked to the first sounds. The observed pair were able to recognise some sounds and some words, pointing at them when asked and reading individual words linked to pictures. Records also showed which sounds and words they knew and what they needed to work on next.

Clear links were seen during the session with statements from the 40-60 months profile e.g. hears and says the initial sound in words, can segment the sounds in simple words and blend them together and knows which letters represent some of them, begins to read words and simple sentences. The observed pupils were achieving these statements. They were working towards ELG statements, such as 'read and understand simple sentences' and 'use phonic knowledge to decode regular words and read them aloud accurately.'

Thank you. I enjoyed seeing how you help the children learn vocabulary and establish reading skills.