

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Visit

School: Bunscoil Rhumsaa

Key Stage: One and Two

Levels Moderated: 4c (Year 5 and Year 6), 3c (Year 4)/ 3c-b (Year 3), 2c (Year 1), 2b (Year 2)

Date: 10th May 2018

Focus of visit:

redacted observed 6 guided reading sessions from 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 Headteacher.

Group 1 - Year 5

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

Group 2- Year 6

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

Group 3 - Year 4

This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 4 - Year 3

This group was assessed by the school as level 3c-b. Moderator agreed with the teacher that some of the children had reached 3b, but others were still working towards it. See additional notes.

Group 5 - Year 1

This group was assessed by the school as level 2c. Moderator agreed with the teacher. See additional notes.

Group 6 - Year 2

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

General Commentary

- ✓ **Levels were accurate.**
- ✓ **School has school-wide systems in place for planning and assessing reading.**
- ✓ **Follow up task were used to extend learning and provide evidence of attainment.**
- ✓ **The children were focussed during the sessions and enjoyed them.**

- ✓ **Letters and sounds is being used in KS1.**
- ✓ **Staff knew their children well.**
- ✓ **Teachers tried hard to convey their own enthusiasm for reading and thereby promote a love of reading.**

Recommendations

- ★ Explore with staff the balance between reading and discussion to ensure that activities during the session match the objective.
- ★ Make clear and explicit the AF of the session and share progress/ next steps with the children.
- ★ Discuss the possibility of linking speaking and listening objectives into guided reading sessions.

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: Beanpole Billy</p> <p>Learning focus: AF1</p> <p>The group were enthusiastic from the outset and were clear about what their targets were for reading. Pupils were aware of some of the strategies they could use to help them improve their reading.</p> <p>The teacher had recorded herself on an ipad reading an extract from the book, 'Beanpole Billy' and asked students what they thought about it. The teacher had deliberately read in a monotone voice and had not paid particular attention to the punctuation. Students agreed that it was 'roboty'.</p> <p>The teacher then showed the second clip in which the teacher had used expression where appropriate and had taken note of the punctuation. The children were all in agreement that it was 'much better' because she was 'using expression'.</p> <p>The pupils enjoyed the activity that required them to name the</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.
					AF 4. Response to the book includes reference to some presentational features.
					AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.
					AF 6. Can state if they liked or disliked a book


punctuation marks and demonstrated a good knowledge of when they could and could use them. For instance, one pupil said how commas show when to do a 'little pause' and another said 'and you don't put a comma next to an 'and' because they fight'. Another pupil added that when you see speech marks, you know you need to 'change your voice'.

The final task involved the children pairing up and recording each other reading an extract from the text that incorporated quite a lot of punctuation. It was great to see the students taking careful note of the punctuation and using it to help them add expression or take pauses where appropriate. For the majority of the task, the children were focused and at the end of the session, they gave each other a 'star and a wish' which further demonstrated their understanding of the importance of acknowledging punctuation.

The moderator agreed with the teacher's judgement that this group was working at a 2b for this AF.

Thank you for welcoming me into your lesson today. It was lovely to see a group of young children enjoying a text with such enthusiasm.

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.

AF1 Letters and Sounds Secure at Phase 5 	AF1 Book Bands Purple Just moved to gold.	AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning <input type="checkbox"/>	AF1 Word identification Continues to rely mainly upon phonic strategies. Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word <input type="checkbox"/>	AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks w/t	AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions <input type="checkbox"/>
<p>Text: Sharing a Shell Learning focus: AF1/2, particularly use of punctuation when reading out loud.</p> <p>AF1: The teacher shared the learning focus very clearly at the start of the session and as a result, the children knew exactly which skills they would be exploring. Despite the fact that it was nearly dinner time and they were very young, the majority of the group were very focussed and keen to read. They were confident in their understanding of the rules for punctuation when reading out loud. Most read well, but were still developing their fluency, which made it difficult to apply what they knew about commas and other forms of punctuation at this level. They used their phonics skills to decode and break down trickier words and there were lots of interactions with the illustrations / story context to help comprehend or predict the text. It was lovely to hear the children referring to their wider knowledge of the world as they read, e.g.; "If you get stung (by an anemone) you need tweezers to pull it out and then you put some cream on."</p> <p>AF2: Lively conversation around character's actions and feelings were evident throughout the session.</p> <p>AF 5. The children were beginning to look at 2b statements, having just moved onto the gold book band. They were able to hear rhyme in the text and some were able to create their own rhymes.</p> <p>Their teacher knew the children very well and was able to talk about each individual child, their attainment and next steps. She had a range of evidence to back up her judgements including follow up tasks, whole school AFL planning and tracking documents and Letters and Sounds assessments. She intended to carry out Benchmarks to confirm levels for this group.</p> <p>The moderator agreed with the teacher's judgement that this group was working securely at 2c.</p> <p>Thank-you for welcoming me into your lesson today. It was a pleasure to see children enjoying reading with such enthusiasm and showing a genuine love of books at such a young age.</p>					<p>AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Not seen. Can put events in a story in correct order. Not seen. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Not seen. Can predict what characters might do/feel. <input type="checkbox"/></p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

Reading Moderation 10.5.18
Level 3c Year 3

<p>AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. <input type="checkbox"/></p>	<p>AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. <input type="checkbox"/></p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. <input type="checkbox"/></p>	<p>AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction <input type="checkbox"/> rereading; <input type="checkbox"/> reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. <input type="checkbox"/></p>
<p>Text: The Hodgeheg Lesson focus AF3: Retell main events and refer to text to explain reasoning.</p> <p>AF1: The children read short sections of the story as discussions about the text were taking place. They were all able to decode at this level, some with slightly more fluency and intonation than others. They all demonstrated the ability to use a range of strategies when encountering tricky or unknown vocabulary.</p> <p>A2 & 3: Discussions about new words and phrases took place quite naturally in the the session, with almost all the children feeling comfortable to express their opinions and apply their knowledge of the world: In a conversation about the meaning of 'bonanza' one child made the link to a u-tube game 'Candy bonanza' and from this, the teacher drew out the children's understanding with open questions. The children were able to find evidence in the text to answer 'why?/' 'how?' questions. They explored characters and their qualities with reference to Max's "twinkling eyes".</p> <p>AF5: The children were able to pick out words/ phrases used by the author to create humour and to convey how the main characters speech had become confused, e.g.: the <i>hodgeheg</i>.</p> <p>AF7: With reference to a previous follow up task on genre types, the group was able to identify the genre of the text correctly. They were beginning to talk about the features of children's fiction.</p> <p>The teacher knew his children well and was able to talk about each individual child, their attainment and individual next steps. He has prepared detailed notes for the purpose of moderation. Thank-you for taking the time to provide this useful evidence. The children's follow up tasks in the back of the Literacy books were linked to the guided reading session, so provided evidence of attainment. Whole school AF planning and guided reading lesson planning also showed evidence that the children were working within a range of 3c-b.</p> <p>The moderator agreed with the teacher's judgement that some children within the group were working at 3c and others at 3b.</p> <p>Thank-you for welcoming me into your calm and purposeful lesson today. It was a pleasure to see children enjoying reading and beginning to develop a love of books.</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. <input type="checkbox"/> Can discuss characters and their qualities. <input type="checkbox"/></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>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 w/t</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>AF 7. Is beginning to show an awareness of genre and literary traditions <input type="checkbox"/></p>

(N) Narrative
(NN) Non-narrative

**Reading Assessment Descriptors – Assessment Focus 1
Level 3c**

<p>AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.</p> <p>✓</p>	<p>AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation.</p> <p>✓</p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.</p>	<p>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> <p>✓</p>
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Text: 'The Enormous Crocodile'
Learning Focus: AF5, identifying examples of alliteration was the primary focus

To begin with, the teacher went around the table asking students to recap what had happened in the story. All students managed to recall something different, and it was clear they had enjoyed the text. Teacher reminded students how, in the previous session, they had been looking for 'some tricks' to use to help make their writing more interesting. Students used their follow up books to remind themselves, and couple of students read out their examples.

Students were issued with a highlighter and photocopied pages from the text. Teacher asked students, 'What is alliteration?' Students couldn't recall, as it had been quite some time when they had last covered it. Teacher read the text to the students to remind them what they had read so far.

Students were then instructed to find and highlight as many examples of alliteration as they could. During this time the teacher was inviting one pupil up at a time to read aloud to him. It was clear that the teacher knew the students extremely well. At the start of the session, he explained that one of the students was less confident with their reading, but their comprehension was better. This was apparent as the teacher read the text for her and aided her in selecting examples of alliteration.

The other students in the group read fluently and with confidence. Teacher was clear regarding the children's 'next steps' and agreed that, for the majority of the group, the target was to do further work on making use of the punctuation marks to help enhance phrasing and intonation.

The follow up task was for students to find the remaining examples.

As a plenary, the teacher gave students the task to come up with examples of alliteration by giving them an animal as a prompt. For example, 'Elephant' was 'massive and muddy' and 'long and large'. A barracuda was 'powerful and poisonous'.

The plan for the next session was to continue to focus on alliteration, but to have a go at changing the second word in the examples of alliteration from the text.

The moderator agreed with the teacher's judgement that the specified children were working securely at 3c.

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. (NN) Is beginning to locate info by using organisational features eg heading, index, fact boxes etc.

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



AF 6

Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.

AF 7.

Is beginning to show an awareness of genre and literary traditions

Thank you for welcoming me into your lesson. It was lovely to see the children reading with such enthusiasm.

(N) Narrative
(NN) Non-narrative

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 style="text-align: center;">✓</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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Text: Non-fiction- Usain Bolt

Learning focus: AF5 Explain and comment on writer's use of language, including grammatical and literary features at word and sentence level.

The group the teacher brought were actually levelled as a 4b rather than the 4c. There were

4 children in the group, 2 girls and 2 boys.

Generally, the students enjoyed the text and students had also read a chapter of the text for homework.

Teacher asked, 'What would mesmerise mean?' Teacher encourages different reading strategies to help find the word. Teacher directs pupils to appropriate page. Two students shared an idea. Students were asked to think of another word that had the same meaning as the verb 'thundered'. All students had a go at giving a response. One of the girls required further prompting from the teacher. Teacher encouraged students to link the meaning of the word to their own context, which was effective. Teacher aided pupils by asking them to refer to prior learning by reminding them of work they had done on 'inference'. Students were then asked to find a couple of quotes in the text. The girls managed to locate the relevant examples.

Students were asked to give a brief synopsis of the chapter. All students offered some ideas and the teacher once again tailored questioning appropriately, e.g 'Who thinks his triumph went to his head?' 'Find where it tells us where he knew about his pain?' 'What does bleak mean?' 'How do things look for him?'

On the whole, the girls required slightly more prompting than the boys and questions were tailored by the teacher to ensure they could demonstrate their understanding, though responses were predominantly one or two word answers. One boy in particular seemed to have a greater understanding of words are used to create effects than the other students in the group.

On the whole, I can confirm that I did see evidence to suggest that students were working within a Level 4c. However, the teacher did provide further evidence in her file to support the fact that her students were working at or towards a level 4b.

Thank you for welcoming me into your lesson.

Reading Moderation 10.5.18 Level 4c Year 5

<p>AF 2 & 3 When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction. <input type="checkbox"/></p>	<p>AF 4 (N) Is beginning to identify and discuss significant or pivotal moments in a text. w/t (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. Evidence in teacher records.</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text. Evidence in teacher records.</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. Not seen.</p>
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Text – Danny Champion of the World

Learning Focus: AF3 Use inference to explore characterization.

AF2 & 3: The main focus of the session was around how the characters were developed by the author. The teacher was wonderfully enthusiastic with the children as they explored the text and with her encouragement, they were able to share their ideas. At times, she had to work hard to draw out their opinions, as they were rather tired from a school residential the night before and a little reticent, but she did this skilfully with a combination of open and closed questions: "Think about what is happening to the baby." / "Why does Danny think that is funny?" / "Why might the lady be running with a baby in a pram?" / "Is it really funny?" / "Why not?" etc. With her guidance they were able to make inferences about character's feelings based on actions/events in the story and to explore how characters change over time. The children were able to answer such 'what did you notice?' , 'why do you think?' type questions comfortably.

AF4: At the beginning of the session the group spent some time recapping the story so far and discussing events and themes, which they had already encountered. They were able to talk confidently about the theme of family relationships between Danny and his dad.

The teacher knew her children well and was able to talk about each individual child, their attainment and individual next steps. She had a range of evidence to back up her judgements including; follow up tasks, whole school AF planning and tracking document.

The moderator agreed with the teacher's judgement that this group was working at 4c, although a lot of the evidence was seen in the teacher's notes and in discussion with her, rather than in the observed session.

Thank-you for welcoming me into your lesson today. It was a pleasure to see such an enthusiastic teacher working with children who were enjoying reading, discussing ideas and beginning to develop a love of books.