



Reading Moderation Visit

School: Dhoon School.

Key Stage: One and Two

Levels Moderated: Levels 1a; 3a; 4b

Date: 19th February, 2015

Focus of visit:

Redacted observed guided reading sessions. These sessions were moderated against the *Isle of Man Level Descriptors for Reading* and judgements were discussed with the class teachers, literacy co-ordinator and the Head teacher.

Year R/1 - Redacted

This group was assessed by the school as level 1a. Moderator agreed that they have achieved Level 1a. See additional notes

Year 2/3-Redacted

This group was assessed by the school as level 3b. Moderator agreed that they have achieved Level 3b See additional notes

Year 4/5 -Redacted

This group was assessed by the school as 4b. Moderator agreed that they have achieved level 4b. See additional notes.

Year 5/6-Redacted

This group was assessed by the school as 4b. Moderator agreed that they have achieved level 4b. See additional notes.

General Commentary

- ✓ All levels were generally accurate.
- ✓ Discussion with staff showed that all knew their children well (strengths and weaknesses).
- ✓ Letters and Sounds is being used to support reading.
- ✓ Guided sessions are supported by follow up tasks that are linked to AFs.
- ✓ There was evidence of teachers making comments/notes about their groups to help recognise what the children could do well.
- ✓ Staff use questioning well.
- ✓ Staff engage children in discussion about texts well.
- ✓ Learners know what their learning objective is.
- ✓ Some staff offer opportunities for children to read independently in a group, focussing on individuals.
- ✓ Good variety of texts for staff to choose from - used well throughout school.
- ✓ Whole school objective sheets based on *Isle of Man Reading Level Descriptors* used consistently.

Recommendations

- Ensure guided sessions include a variety of activities (e.g. hot-seating, drama, paired work) so children can show their response to texts in a fun and active way.
- Develop opportunities to moderate reading internally.
- Develop links to other schools to moderate reading.
- Use running records or benchmarking to confirm levels where appropriate.
- Begin to use peer or self assessment in reading

AF1 Letters and Sounds Working at Phase 5 ✓- Evidence in Teacher file	AF1 Book Bands Turquoise ✓ Children confident reading this level	AF1 Fluency Reads short sentences with fluency. ✓ Beginning to read longer sentences with fluency. ✓ May include expression ✓	AF1 Word identification Reads a range of familiar words and longer sentences independently. ✓ Relies mainly on phonic strategies. ✓	AF1 Punctuation Shows an emerging knowledge of simple punctuation, but does not always respond correctly ✓	AF1 Whole text strategies Uses illustrations/text features to confirm and enhance meaning and to make predictions ✓
<p>The Three Wishes- Turquoise level</p> <p>This group were really enthusiastic about their new book, with Redact reading the title to the others and all of them quickly scanning through. Redact began to read quickly and confidently while Red looked at pictures, discussing what he could see with Reda.</p> <p>AF1 Evidence in the teacher file that these children were working at Letters and Sounds and that they were operating within Level 5. The chosen book was turquoise and the children approached it confidently. There was definite fluency from the children, with Red in particular reading both short and longer sentences. Redact was working hard with her fluency and also was using expression well in her reading. Red was considering words while he read and showed an awareness of the need for sense. As part of the activities the children were asked to try to use expression for the characters speech. This was well done with all of the children having a go. Redact recognized which parts were said and which were 'part of the story'. All children read aloud, and others followed with their finger. All of the children read familiar words and longer sentences. Using some phonics for more unfamiliar words. A target/ reminder today was looking at punctuation, in particular speech marks, Red children talked about pausing for full stops. All children practised using speech marks and tried a little old woman's voice. This then became a follow up activity as they were asked to continue to try to do this as they read at home/ in school. Illustrations were referred to as the book was introduced and a contrast was made between these pictures and those in Non Fiction books as they had looked at these during the previous half term. Redact and Reda were able to make these connections most confidently.</p> <p>The children were looking at the story and considering the wishes the characters had. Red was particularly reflective and applied previous knowledge, saying he thought they would wish for all of the wrong things. Redact thought that he (the main character) might be thinking about what to wish for as he got on with his day. Some of the children referred to precious knowledge of books involving wishes. Red clearly understood it did not matter if predictions are not accurate. Evidence in the teacher file shows they are working within this level.</p> <p>All pupils are showing they are working confidently in this level. R extended the children at times. There was a lovely discussion about how the opening letter was larger with children spotting this as a feature of other text types. The children were engaged and excited about their reading. The session was well prepared and planned. R was able to discuss individual pupils, their strengths and their targets. Use of the school target sheet which is based on the <i>Isle of Man Reading Level Descriptors</i>.</p> <p>Considerations: To read in different orders not around the circle-(Tap game) To use Running Records to confirm levels.</p>					<p>AF 2 & 3 Is beginning to retell a simple story when supported by the teacher. Engages well with the text e.g. responds to humour. ✓ Can make simple predictions when supported by the teacher. ✓</p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

AF1 Fluency Reads a range of texts fluently and accurately. ✓- Evidence in Teacher file	AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word. ✓- Evidence in Teacher file	AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension. ✓- Evidence in Teacher file	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. ✓- Evidence in Teacher file
<p>The Owl Who Was Afraid of the Dark.</p> <p>The children began by recapping on the work they had done on this book earlier in the week.</p> <p>While reading aloud the chosen children read clearly and with fluency. (AF2) There was lots of careful thought when unfamiliar words were encountered. 'Distressed' was one such word, which was discussed to ensure that all the group understood what it meant. (AF2) When Red could not read 'expect' Red modelled to her how to break it down into segments.† (AF2)</p> <p>A lot of the discussion involved the group thinking about how Plop and the characters he met were feeling. When discussing the old lady Redac showed insight saying that manners were important to her, Redact said she was bossy as she had told Plop what to do. (AF3)</p> <p>At the beginning of the session the children discussed the story so far. All of the children were able to comment in some way. Red summed up the story so far by saying it was about a night bird who wanted to be a day bird. Careful questioning allowed the children to consider what they had read and begin to discuss the story with ease.</p> <p>Discussion about Plop, (Main Character) His feelings and actions, showed that the group were considering the authors intentions and how the writer tried to help the character overcome his fear. A discussion on how the character is feeling at a moment in the text clearly revealed that most of the children understood why plop acted in the way he did. (AF6)</p> <p>All pupils are working at this level with Redac being stronger in the group. R knows the children in the group well and is able to discuss strengths and weaknesses. The teacher file shows evidence to support targets The children are towards the end of this level and are confident within this level. The children are capable of talking about their reading and R gives good encouragement. The children had the opportunity to read independently and aloud in the session, and were comfortable with this. The objectives were clear and all children showed evidence of meeting them.</p> <p>Considerations: Some use of peer or self assessment in the session. Use of drama or hot seating to allow the children to share enthusiasm for reading in a different way.</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. ✓- Evidence in Teacher file</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 Evidence in Teacher file</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>AF 7. Has an awareness of genre and literary traditions</p>

(N) Narrative (NN) Non-narrative

AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text. ✓-Evidence in teachers file.	AF 4 (N) Can identify and discuss pivotal moments in a text. (NN) Can effectively identify key facts/information and summarise to display understanding. ✓Evidence in teachers file.	AF 5 Explains how the way in which words are used to create a specific effect on a reader. ✓ Evidence in teachers file.	AF6 In responding to a text, displays an understanding of an author's intentions or point of view. ✓-Evidence in teachers file.	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. ✓-Evidence in teachers file.
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Alone on a Wide, Wide Sea.

The children were discussing their follow up when I joined the group. This was a 'true' or 'false' statements exercise. The group interacted in the discussion with little aid from the teacher.

During the guided read there were several discussions about previous and current reading. Redacted clearly encouraged a high level of discussion, extending children's thinking about the text. The children responded to the text in a positive and enthusiastic manner and were able to refer to the text to find the answer to questions generated by each other- Redacted stated "I know this is right, I just checked and it says...."(AF2/3)

There was clear evidence in Redacted notes that she has observed children in this group identifying and discussing pivotal moments in the text. (AF4)

There was a lot of discussion at word level during this session, on occasion there were mispronunciations, and obvious misunderstanding of the meaning of words. This was picked up and acted upon, not only by the teacher but also by others in the group. 'Mirage' was one such word. This led to discussion about the word meaning and thoughts about why that particular word might be used in this context. (AF5)

This group of children were discussing their reading so far and considering their follow up. Their response to the text clearly showed an understanding of the authors intentions, and on some occasions the children referred back to the text to justify their point. (AF6)

There was a lovely relaxed feel to this session. The children were confident and capable readers. Good use of dictionary for unfamiliar words. Careful discussion. The children led the discussion and thought of questions for one another. Clear follow-ups linked to the objective for the session, (although not necessarily the text being read) Evidence in pupils books and also in the teachers' file. Good use of strategy checks during the guided read. Excellent dated sheets showing dates evidence is seen. Highlighting of objectives on school target sheet which is based on the Isle of Man Reading Level Descriptors. Excellent use of 'knocking' strategy for unfamiliar words.

Considerations:

Children reading in head, at their own pace and making notes, leading to a discussion about the objective.

Use of whiteboards to note questions for one another as they think of them.

Use of drama or hot-seating for a different response to texts.

AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text. ✓-Evidence in teachers file.	AF 4 (N) Can identify and discuss pivotal moments in a text. (NN) Can effectively identify key facts/information and summarise to display understanding. ✓Evidence in teachers file.	AF 5 Explains how the way in which words are used to create a specific effect on a reader. ✓ Evidence in teachers file.	AF6 In responding to a text, displays an understanding of an author's intentions or point of view. ✓-Evidence in teachers file.	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. ✓-Evidence in teachers file.
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Farm Boy

Children in this group were also listening to 'War Horse' as a class reader and were discussing during this initial inspection of Farm Boy of what historical place this book fits into. The children were discussing this book when I joined the group. The main focus was placing the text in its historical focus (AF7) See below.

Redacted used inference when she noted the horse in the cloud on the picture of the tractor at the beginning of the book, observing a link between the horses and the tractors. There was much discussion about why tractors were important in this text. With clear understanding of how people on farms might have felt about this new machinery, considering how modern day people feel about new technology. There were lots of adverts in the book. Redacted referred to the text while reading and was able to evidence the answer to questions.(AF2/3)

There was clear evidence in Redacted notes that he has observed children in this group identifying and discussing pivotal moments in the text. (AF4)

Pupils were looking for similes and metaphors and using whiteboards to record them, they tried to consider an alternative. They discussed the effect these phrases have and how they give an image to the reader. All of the group were able to do this confidently. (AF5)

This group discussed their reading so far and considered their follow up. Their response to the text clearly showed an understanding of the author's intentions, and on some occasions the children referred back to the text to justify their point. (AF6)

Long discussion about life at the end of WW1. The group clearly understood that the time the story was set in was around World War 1, there was initially a little confusion about how the story begins by talking about a rotting tractor in the shed. Clear understanding evolved that the opening was written in more modern times, and although the genre was not named, it was stated that 'the story would travel into the past time' with an analogy being made to a previous story like this. As the discussion continued the group talked about and how people might treat tractors (new technology) with suspicion and that the people might want to continue to use horses as they may not think the machinery was safe. Redacted was concerned that people may not want to pollute the land, but on reflection recognised that people did not really know about pollution at that time.

Redacted recognised that for most people cars and transport were not really available. Clearly the group understood the historical context of the text and had good ideas about genre.(AF7) Further evidence was noted in reading notes held by Redacted

Very thorough planning, careful detail, clearly shows Redacted to cover in the session and well researched. Redacted regularly referred to the AFs during the session and the group were obviously comfortable with them. Pupils had targets set and placed in their books. Coding system acts as evidence showing how well children have fulfilled the AFs. Several AFs looked for (3 on most occasions). Children were told what AFs were being looked for/ discussed in the session. Lots of evidence in teacher file and also on assessment sheets. Highlighting of objectives on school target

sheet, which is based on the *Isle of Man Reading Level Descriptors*. **Re** explained misconceptions and supported pupils where it was required but was skilled in encouraging the group to think for themselves.

Considerations:

Use of drama or hot-seating for a different response to texts.

To develop paired work to enhance thinking skills.

Further develop peer and self assessment so pupils support one another effectively