

# Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

## Reading Moderation Visit

School: Henry Bloom Noble  
Key Stage: Key Stage 1 and Key Stage 2  
Levels Moderated: 2c/b, 2c/b, 3b, 3b, 4b and 4b  
Date: 27th April 2018

### Focus of visit:

redacted observed 6 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 - Year 1 This group was assessed by the school as working towards level 2b. Moderator agreed with the level. See additional notes.

Group 2 - Year 2 This group was assessed by the school as working towards level 2b. Moderator agreed the level. See additional notes.

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

Group 4 - Year 4 This group was assessed by the school as achieving level 3b. Moderator agreed the level. See additional notes.

Group 5 - Year 5 This group was assessed by the school as achieving level 4b . Moderator agreed the level. See additional notes.

Group 6 - Year 6 This group was assessed by the school as achieving level 4b . Moderator agreed the level. See additional notes.

### General Commentary

- ✓All levels were accurate.
- ✓Benchmarking is used effectively when necessary.
- ✓Assessments are consistent throughout the school and are up to date.
- ✓ Children were enthusiastic about reading and engaged in a range of texts.
- ✓Discussion with staff showed they were aware children's strengths and weaknesses and next steps were identified.
- ✓The sessions and follow-up tasks were linked to the AF's .
- ✓Planning was thorough and adapted to suit the needs of the children.
- ✓Reading moderation forms part of the annual moderation cycle.
- ✓Evidence for reading levels is taken from a wide range of sources - Carousel activities, cross curricular opportunities etc
- ✓SLT regularly monitor Reading and Senior Leaders are continuing to move this area forward.

### Recommendations

- ★Encourage teachers to use a wider range of teaching strategies within their Guided Reading sessions - outdoors, ICT, P4C, S and L etc
- ★Develop the use of non fiction texts within guided reading sessions.

Reading Assessment Descriptors 2b  
Year 1

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <p>AF1<br/>Letters and Sounds<br/>Secure at Phase 5</p> <p>√(evidence of use of digraphs - ur, oo, ea, ee, er ,split digraphs and ed endings.)<br/>Working on phase 5</p>   | <p>AF1 Book Bands<br/>Purple</p> <p>√<br/>(reading gold)</p> | <p>AF1 Fluency<br/>Reading is mostly accurate and generally fluent. ✓<br/>Pauses either to talk about the text or to confirm meaning<br/>√ - One child paused and said "I don't know this one."</p> | <p>AF1 Word identification<br/>Continues to rely mainly upon phonic strategies.<br/>✓ Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word<br/>Not seen today - better than this.</p> | <p>AF1 Punctuation<br/>Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks<br/>✓</p> | <p>AF1 Whole text strategies<br/>Continues to use illustrations/text features to confirm and enhance meaning and to make predictions<br/><br/>√ - Good predictions at start and used pictures to help explain the story - "She is opening the letter."</p>   |
| <p><b>Text - Dear Greenpeace Book Band – Gold</b></p> <p>AF1 - There was evidence of children achieving 2c descriptors and starting to work on 2b. [redacted] was very good at making them return to the text for evidence and this will help them all achieve a 2b. The pre-read meant that they group came to today's session enthusiastic about the book and keen to get going. When asked to read they could all read with appropriate fluency, although the [redacted] was not as strong as the others. They were using a range of phase 5 phonics without prompting and reading was generally accurate. I was pleased to see they were able to identify without teacher intervention when they didn't know a word or what it meant. They were able to sound out when needed and did so appropriately. They all took account of punctuation. They enjoyed looking at the pictures but didn't rely on them to make sense of the text. When they used the pictures it enhanced what they read. At the start they had used pictures throughout the book to predict what might happen. Moderator saw evidence of 2c in AF1 from all the children and the two boys sat on the teacher's right were definitely stronger, showing evidence of 2b achievement.</p> <p>Af2 - Children were encouraged to answer questions about the characters and what was happening. It was good they were encouraged to find evidence to support their findings in the book. The teachers asked really good open questions and allowed the children thinking time, something which allowed them to answer the questions by giving opinions and finding evidence e.g. "She is putting salt in because Greenpeace told her to here," (pointing to the letter). "She's writing to Greenpeace because she thinks its hurt." "She's writing because she wants information."<br/>Evidence of secure 2c achievement.</p> <p>The session was planned using AFs.<br/>The teacher showed a very good understanding of all of the children within the group and used good questioning to allow them to show their understanding.<br/>Record keeping was thorough.<br/>Benchmarks had been completed that showed 2 of the boys were achieving at a 2b.<br/>The moderator agreed that all these children are secure at 2c, and are now working on 2b. Evidence from today and the benchmarks shows stronger achievement for two of the boys and they are close to achieving the 2b - their AF1 is already there so just a little work on comprehension.</p> |  |   |  |  | <p>AF 2 &amp; 3<br/>Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel. ✓ - Evidence of talking about how characters felt. Working on 2b by getting them to refer to the text.</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF 7</p> |

## Reading Assessment Descriptors Level 2b - Year 2

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|---|--|---|---|--|---|
| <p>AF1<br/>Letters and Sounds<br/>Secure at Phase 5</p> <p>✓ Working on phase 5, two of the group starting on 6. Some evidence seen today - (i-e), oo,</p>  | <p>AF1 Book Bands<br/>Purple</p> <p>✓ (reading gold)</p> | <p>AF1 Fluency<br/>Reading is mostly accurate and generally fluent. ✓<br/>Pauses either to talk about the text or to confirm meaning<br/>Not seen</p> | <p>AF1 Word identification<br/>Continues to rely mainly upon phonic strategies.<br/>✓ Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word ✓</p> | <p>AF1 Punctuation<br/>Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks<br/>✓</p> | <p>AF1 Whole text strategies<br/>Continues to use illustrations/text features to confirm and enhance meaning and to make predictions<br/>✓</p>  |
| <p><b>Text - Mark Spark<br/>Book Band – Gold</b></p> <p>AF1 -The children read quite fluently and accuracy was generally sound. There were some tricky character and dog names so it may have been useful to go over those before you started reading. Some children were a little quicker than others and you were aware that one little girl may not have been reading all the words. I saw evidence of children using phonics to decode words and they were pausing at full stops. They were looking at the pictures to support their understanding rather than to work out what was happening - they were not overly reliant on them. I saw evidence of them aching nearly all 2c descriptors in AF1 today and it is good that you are working on 2b with them. They aren't quite there but will be soon.</p> <p>Af2 - Children were encouraged to answer questions about the characters e.g. “Where is he?” “How do you know he is at school?” and “What is Mark like?” They were able to say he was “cheeky because he got told off” and “rude because he shouts out.” You encouraged them all to return to the text and they this is good as it will help them achieve a 2b. One little girl was able to explain that he was at school because it said “get out of the classroom.” This was great but some children were confused as they had’t read that far in the story so just make sure you are all up to the same place before starting the discussion. There is also nothing wrong with re-reading a page all together and then finding evidence. Clear evidence of 2c achievement.</p> <p>The session was planned using AFs.<br/>Record keeping was thorough and backed up the teacher’s judgements.<br/>Benchmarks had been completed and supported the teachers assessment.</p> <p>The moderator agreed that this group is secure at 2c, and is now working on 2b.</p> |  |   |   |  | <p>AF 2 &amp; 3<br/>Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel. ✓ -</p> |
|   |  |   |   |  | <p>AF 4</p>   |
|   |  |   |   |  | <p>AF 5</p>   |
|   |  |   |   |  | <p>AF 6</p>   |
|   |  |   |   |  | <p>AF 7</p>   |

Reading Assessment Descriptors Level 3b  
Year 3

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|--|---|--|--|
| <p>AF1 Fluency<br/>Reads a range of texts fluently and accurately.<br/>✓</p>   | <p>AF1 Word identification<br/>Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word<br/>✓(worked out desperate, ambled, giggled)</p> | <p>AF1 Punctuation<br/>Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.<br/>✓</p> | <p>AF1 Whole text strategies<br/>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>AF1<br/>Children were able to read the text fluently and with expression. They were generally able to work out unknown words without prompting - see examples above. Most were able to use punctuation to enhance their expression e.g. raising voice for questions and sounding shocked for exclamations. Individuals were seen self-correcting and the teacher was encouraging them to use other strategies, e.g. reading on and rereading, but they weren't always able to use these independently today. On occasion there was a need to seek some clarification of meaning for unfamiliar words, e.g. ambled. Two of the group were seen doing this without prompting.</p> <p>AF2<br/>The group had already started this book prior to today and they were able, once they'd warmed up, to retell and explain what had happened to far. They were also able to pause when requested and pull out the key facts of what had happened in the part just read e.g. that the boys were blocking the girls, and that one of the female characters had gone into the boys' toilets. The little girl was the strongest at this, although the boys could do it once she had got them started.</p> <p>AF3<br/>They were all able to identify how Mark was feeling and give reason for why. The follow up task will give more evidence for AF3 as they were looking for evidence that she might be an angel.</p> <p>The session was planned using AFs.<br/>The teacher shared her record keeping that backed up her judgements.<br/>The book was appropriate and interested the children.<br/>Follow up tasks are used and we discussed getting the children to note down what AF each one relates to as this will make gathering evidence easier.</p> <p>The moderator agreed that this group has achieved 3b, and is now working on 3a.</p> |   |  | <p>AF 2 &amp; 3<br/>Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation in fiction ✓<br/>or main ideas and supporting details in non-fiction.<br/>Can find reasons in text to explain how or why something happens. ✓</p> <p>AF 4.<br/>(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<br/>Not seen today</p> <p>AF 5.<br/>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<br/>Not seen today</p> <p>AF 6<br/>In responding to text, is beginning to display an understanding of the author's intentions or point of view<br/>Not seen today</p> <p>AF 7.<br/>Has an awareness of genre and literary traditions<br/>Not seen today</p> |

Reading Assessment Descriptors Level 3b  
Year 4

|   |  |   |  |
|---|--|---|--|
| <p>AF1 Fluency<br/>Reads a range of texts fluently and accurately.</p>  | <p>AF1 Word identification<br/>Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word.<br/>Not seen today</p> | <p>AF1 Punctuation<br/>Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.<br/>Not seen today</p> | <p>AF1 Whole text strategies<br/>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. <span style="color: green;">May ask for clarification of meaning of unfamiliar words and phrases</span></p>  |
| <p>Text - The Butterfly Lion by Michael Morpurgo</p> <p><span style="color: green;">AF1 - The children were able to identify words that they were unsure of - chilblains, semolina and asked for clarification of these. Further example were found as the children read ahead.</span></p> <p><span style="color: red;">AF2 and 3 - The children shared ideas about the characters with growing confidence. Child 1 was able to use details in the text to evidence his inferences - 'His mum might move him because of the 'squeaky bed' and they were ll hurting his feelings' Examples taken directly from the text (also AF5) The children were both able to recap on the previous text read (I'm telling you they are Aliens) and provided information on the characters and how they compared to the ones in the Butterfly Lion.</span></p> <p><span style="color: red;">The children were both able to predict with evidence from what they had already read, alongside visual prompts from the text and the blurb.</span></p> <p><span style="color: magenta;">AF5 - The children were able to comment on a range of literary features from within the text and are beginning to recognise how specific effects are created. Child 1 - There is a narrator "One afternoon.." and this one uses questions which really interest me - they make me ask why and really think' Child 2 'It draws me in more than the last book we read, because of the way it is written.'</span></p> <p><span style="color: magenta;">Child 2 found lots of examples of specific words within the text to help her explain why she thought he was cross and sad - 'angry, he gets detentions, the bed is squeaky' They were able to explain that the word 'tormented' has an impact on the reader.</span></p> <p>Planning showed awareness of the needs of the children and an identification of next steps.<br/>The teacher shared her tracking records and discussed the range of texts the children have been exposed to this year.</p> <p>The moderator agreed that this group is working within a 3b level.</p> |  |   | <p>AF 2 &amp; 3<br/><span style="color: red;">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.</span><br/><span style="color: red;">Can find reasons in text to explain how or why something happens.</span></p> <p>AF 4.<br/>(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<br/>Not seen today</p> <p>AF 5.<br/><span style="color: magenta;">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</span></p> <p>AF 6<br/>In responding to text, is beginning to display an understanding of the author's intentions or point of view.<br/>Not seen today</p> <p>AF 7.<br/>Has an awareness of genre and literary traditions.<br/>Not seen today</p> |

Reading Assessment Descriptors Level 4b  
Year 5

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|---|--|--|--|---|
| <p>AF 2 &amp; 3<br/>When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p> | <p>AF 4<br/>(N) Can identify and discuss pivotal moments in a text.<br/>(NN) Can effectively identify key facts/ information and summarise to display understanding<br/>Not seen today</p> | <p>AF 5<br/>Explains how the way in which words are used to create a specific effect on a reader</p> | <p>AF6<br/>In responding to a text, displays an understanding of an author's intentions or point of view</p> | <p>AF 7<br/>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.<br/>Not seen today</p> |
|---|--|--|--|---|

Reading Assessment Descriptors Level 4b  
Year 5

Text - The Midnight Fox by Betsy Byars

AF 2/3 -

The children were all fairly confident when discussing themes in the stories they had read previously and linked this to their predictions about 'The Midnight Fox'. They used inference skills with confidence. Examples included Child 4 'They're making him feel sad, and depressed. Child 1 'They are only telling him the good things about the farm and this makes him feel unsure'. Child 3 'I don't think he wants to be on the farm 'It's a big change' implies this'.

AF 5 -

Child 2 identified words which created a specific effect 'slow in time' shows us that she may be later, and although there were some mis-conceptions and a lack of depth to answers there was evidence that all the children had an awareness of how words can effect the reader. e.g. Child 5 was able to make reference to the text, but it was clear that she was focusing on the secretarial features rather than the meaning of words or the impact of sentences, so was not fully secure in this area. A few of the other children will also need more opportunities to compare more differing texts to develop this skill also.

AF6 -

They were able to discuss authors styles and found examples of description to clarify this. They spoke in depth about the variety in description and how they were a feature of Street Child which helped them to visualise the story. Whereas, they felt this was lacking in the current text. Child 2 'the description in The Midnight Fox is very specific, Street Child gives you a bigger picture' .

Lots of the AF's overlapped throughout the session. Clarity for the children as to which AF they are looking at would be beneficial.

Assessments were thorough and up to date. Lots of evidence of other AF's not seen today was provided. e.g. inference of characters feelings, pulling quotes "rattled breath", you can find the meaning in words large bucket = more milk needed.

The moderator is happy that these children are working towards a 4b level.

Reading Assessment Descriptors Level 4b  
Year 6

|   |   |  |  |  |
|---|---|--|--|--|
| <p>AF 2 &amp; 3<br/>When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p> | <p>AF 4<br/>(N) Can identify and discuss pivotal moments in a text.<br/>(NN) Can effectively identify key facts/ information and summarise to display understanding</p> | <p>AF 5<br/>Explains how the way in which words are used to create a specific effect on a reader</p> | <p>AF6<br/>In responding to a text, displays an understanding of an author's intentions or point of view</p> | <p>AF 7<br/>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> |
|---|---|--|--|--|

Text - Poems by Wes Magee

The moderator agrees that these children are currently working at a level 4b. There was a very high level of discussion throughout the session and a wide range of evidence for AF 5 and 6.

AF 5

Child 2 was very articulate when describing the effect created by certain words in the poem. e.g. 'You wouldn't put those words in an adult poem because it wouldn't be appropriate'. 'Zoooooooooom is for children - it makes it suitable language for younger children' All children were able to discuss certain effects - e.g. alliteration 'Bright Burning blossoms'. Child 3 'Bags swinging - I can relate to this'. Other comments about the effect of certain words were 'the sun is being described in different ways and it adds to the meaning'. Further evidence of this level of analysis was seen during the independent tasks. These were completed with confidence. e.g. 'Heaven - descriptive', ' children would like the action words', 'UFO's are child friendly', 'My brother likes the action, so he wouldn't like the words used'.

AF 6 -

All of the children were very confident when discussing the author's intentions for the poems. eg. The staircase - 'It's like he's going down the stairs and it makes the reader feel this', 'It hooks the reader in and helps the poem come to life'. They also Child 5' The author has used stuff about galaxies because it interests them - the poem would be suited to aged 3-7'. This awareness of author's intention was very apparent in the discussions and all children achieved this AF within this session.

Following the tasks all children were able to give opinions and refer back to the text (AF2/3) and the moderator felt confident that the children would be able to apply the learning to the next task which was to write a poem in a similar style.

Planning showed progression of learning and skills coverage and next steps were clearly identified.

Assessments were up to date and progress is clearly tracked.