

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Visit

School: Kewaigue
Key Stage: One and Two
Levels Moderated: 2b, working towards 2a (from Y1/2),
2a (from Y3/4), 5c (year 6)
Date: 1st May 2018

Focus of visit:

redacted observed 3 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 Literacy co-ordinator.

Group 1 - Year 1/2

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

Group 2- Year 3/4

This group was assessed by the school as level 2a . Moderator agreed with the teacher that this group is working at 2a. See additional notes.

Group 3 - Year 6

This group was assessed by the school as level 5c. Moderator agreed with the teacher the teacher that this group is working at 5c. See additional notes.

General Commentary

- ✓Levels were accurate.
- ✓School has school-wide systems in place for planning and assessing reading.
- ✓Planning was linked to the reading descriptors.
- ✓School is using Bench Mark/running records to support judgements.
- ✓Follow up task were used to extend learning and provide evidence of attainment in KS2.
- ✓The children were focussed during the sessions and enjoyed them.
- ✓Letters and sounds is being used in KS1.
- ✓Staff knew their children well.

Recommendations

- ★Explore with staff the balance between reading and discussion to ensure that activities during the session match the objective. Make links to speaking and listening objectives.
- ★Look at extending the range of teaching techniques used in sessions.
The book "Tell Me (Children, Reading & Talk) with the Reading Environment" by Aidan Chambers, may help with both the above points.
- ★Establish internal moderation or paired teaching sessions to share good practice and build staff confidence.

Reading Moderation Observation - Year 1/2 Date: 1st May 2018
Level 2b

<p>AF1 Letters and Sounds Working within Phase 6</p> <p>Still working at phase 5 - should be ready to start Support for spelling/phase 6.</p>	<p>AF1 Book Bands Gold</p> <p>✓ Running records supported gold.</p> <p>(Now reading White in Guided reading)</p>	<p>AF1 Fluency Reading is almost entirely accurate. ✓</p> <p>Increasing fluency means that parts of the passage are well passed and take account of meaning. ✓</p>	<p>AF1 Word identification Uses a combination of phonic and contextual cues to read unfamiliar words, ✓ occasionally choosing an inappropriate strategy.</p>	<p>AF1 Punctuation Sometimes uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓</p>	<p>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. Some evidence of this today but still needed support</p>
<p>Text –The Perfect Present Book Band – White Learning Focus: Give answers to ‘Why do you think ...?’ and “How do you know ...?’ questions and identify feelings created by the story.</p>					<p>AF 2 & 3 Retelling refers to main events and characters. ✓</p>
<p>AF1 The reading from the four children was almost entirely accurate and they took account of punctuation, pausing at full stops. They all read quite fluently at times but did slow down when encountering tricky words e.g. stomach, honestly, tennis. These unfamiliar words enabled them to use phonic strategies and contextual cues. They were able to do so with very little help. However, they needed support to notice when reading didn’t make sense and the teacher guided this by rerunning sentences e.g. “He learned on...” and asking does that sound right? They needed this support. They particularly struggled to notice if the ending of words wasn’t quite right e.g. painting rather than paintings. Evidence supported achievement at 2b at AF1 and the teacher is currently working on 2a. We agreed that to achieve 2a they need to be applying and selecting the whole text strategies more independently.</p>					<p>Can compare characters with reference to text. ✓</p>
<p>AF2 & 3 After a little prompting, and some quite specific questions, the children were able to tell the teacher what had already happened, referring to events and characters. During the session today, the group were working on giving answers to ‘Why do you think ...?’ and “How do you know ...?’ questions (2a objective). The children often started by using the pictures to work out the answers, e.g., knowing he was sad by looking at the drawing. However, with encouragement, they could use the text e.g. noticing that “his eyes were stinging” indicated he was sad. They needed support to find words that explained feelings e.g. “crushed” and “fighting off tears.” They are beginning to answer “How do you know...?’ and “Why do you think...?’ questions. This supports achievement 2b.</p>					<p>Comments on the setting and how plot may link together or contain surprises. Able to predict the middle/end of a story. Not seen today.</p>
<p>AF6 The children were working on identifying feelings created by the story (2a objective) and they could identify that the sister was jealous and people being mean makes people sad. However, they still needed some guidance. They also told me at the end of the session that they were enjoying the book.</p>					<p>Can take on the role of characters. Is beginning to answer ‘why do you think?’ ‘How do you know ..?’ questions. ✓</p>
<p>The class teacher shared planning and record keeping that was linked to the Assessment Foci. She also shared Benchmarks that supported achievement at 2b - some of the group could read white level on the Benchmark but without understanding. During today’s session it was noted that decoding was stronger than comprehension and this was supported by the Benchmarks. The teacher described achievement against AF4 during literacy sessions.</p>					<p>AF4 Response to the book includes reference to some presentational features. Not seen today.</p>
<p>The moderator agreed that these pupils have achieved level 2b. The teacher has started working on 2a but in order to achieve this the children will need to develop their comprehension skills.</p>					<p>AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc. Not seen today.</p>
<p>Thank you for your warm welcome. I enjoyed meeting your children and being part of today’s session.</p>					<p>AF 6. Can state if they liked or disliked a book ✓</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. Not seen today.</p>

Reading Moderation Observation – Y6 Date: 1.5.18
Reading Assessment Descriptors Level 5c

<p>AF 2 & 3 Can respond to texts by exploring underlying themes and ideas. w/t Makes inferences based upon implicit information drawn from text. ✓ Can provide justification for those inferences by returning purposefully to the text. ✓</p>	<p>AF 4 (N) Is beginning to make comparisons and critical judgements about texts e.g. how ideas within a text link, the relative impact of a story opening etc. ✓ (NN) Is beginning to assess the impact of presentational features when making critical conditions. N/a.</p>	<p>AF 5 Is beginning to distinguish and explain subtle differences with a writer's use of language and it's effect on a reader (e.g. shades of meaning, onomatopoeia etc) ✓</p>	<p>AF 6 Can express clearly and confidently what they liked and disliked about a text Evidence in journals. and can identify confidently and consistently the main purpose of a text.</p>	<p>AF 7. Using texts of increasing complexity begins to relate them to their social, cultural or historical context and use evidence from the text to support conclusions.</p>
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Reading Moderation Observation – Y3/4 Date: 1.5.18
Reading Assessment Descriptors – Level 2a

<p>AF1 Letters and Sounds Confident at Phase 6 AF1 Book Bands White</p>	<p>AF1 Fluency The reading is accurate and unfamiliar words are usually tackled independently. ✓ The pace and fluency show confidence. Expression and intonation are used to enhance meaning.</p>	<p>AF1 Word identification Uses a combination of phonic and contextual clues appropriately. ✓</p>	<p>AF1 Punctuation Usually uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. w/t</p>	<p>AF1 Whole text strategies Beginning to select and use appropriate strategies. For example, notices when the reading does not make sense and uses an effective strategy e.g. self-corrects; ✓ or looks forward/backward in the text to make use of the context. ✓</p>
<p>Lesson Focus: Discuss actions of main character and justify views using evidence from the text.</p> <p>AF1: The children read round the group during the session and this demonstrated that they were able to read accurately at the level and tackle unfamiliar words with some independence. There was a range of ability within the group; including a child with EAL and as such, the pace of their reading varied. They were, however, all working within the expectation for 2a. The group struggled to use expression and appropriate intonation, so this may be a next step for future sessions. They all used a range of phonic and contextual cues to decode and their teacher was quick to notice opportunities to clarify pronunciation and apply phonics skills to decode trickier words; such as Farmer Giles. Some members of the group self corrected errors and used contextual cues when reading out loud.</p> <p>AF2 &3: The children were happy to engage in a practical highlighting task as the basis of their work on retrieval of information. The highlighter pens helped them to engage with the text and led them to answer literal questions confidently. The teacher used her well prepared notes to ask questions including “Why do you think..?” and “How do you know .. ?” Most of the group had lots of relevant ideas about the questions. Again, their teacher was quick to pick up on opportunities to extend understanding and did not simply accept the first answer she received. For example; “Why did the writer pick those animals?” Child 1 answered “Because they are farm animals”. Child 2 added “Not wild ones”. The teacher then extended their reasoning asking them to think about pet mice and wild mice and what wild actually meant. It was lovely to see that such opportunities to extend and explore the children’s knowledge of the world was recognised within the guided reading session.</p> <p>It was apparent that the children enjoyed their reading and took pleasure in the progress they had made. Child 3 talked about completing the ‘Yes I Can Read’ scheme with a clear sense of pride.</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, Benchmarks, Salford Reading tests and the whole school AFL planning and tracking document.</p> <p>The moderator agreed with the teacher’s judgement that this group was working at 2a.</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 Retelling is balanced is clear. Is able to identify and comment upon main characters and how they are linked. Can confidently answer literal questions. ✓ Is able to respond when questioned about extensions or alternatives to events or actions. Gives thoughtful answers to ‘Why do you think..?’ an “How do you know..?’ questions. ✓</p> <p>AF4 Is able to comment on some of the ways text has been written or presented. Can discuss the role of the blurb. Can confidently discuss the role of chapters, headings, diagrams and sub-headings.</p> <p>AF 5. Response to the text includes reference to a wide range of features at word level e.g. rhyming words, compound words, adjectives, synonyms, opposites, verbs etc.</p> <p>AF 6. Is able to talk about feelings created by the story.</p> <p>AF 7. Notices similarities between texts in a series and/or texts by the same author.</p>

Learning Focus: To identify and comment on the writer's purposes and viewpoints and the overall effect.

AF2 & 3: The children in the group were all keen and eager to discuss their ideas about the text and some were beginning to think about the main underlying ideas of friendship and fantasy. Following a practical highlighting task, the children began to make inferences based on implicit information in the text: They recognised how certain actions, looks and gestures between the two brothers in the story, told the reader about their relationships and how this might influence what happened in the story. Unfortunately this part of the session was unavoidably cut short, so the skill does need a little more development in a future session. All the children were able to justify their ideas and opinions, referring purposefully and confidently to the text.

AF4: The main focus of the lesson was how the writer had created mood or atmosphere in the text. The group talked about the opening of the text and the impact of the first line in particular. Together they unpicked how this short line hooked them in and began to establish an atmosphere of mystery. One child talked about how the reader becomes involved and "You get worried and want to save the brothers."

AF5: The children were given an opportunity to take it in turns to read out loud around the group, so that they could listen and identify the mood in the text. This also gave the teacher an opportunity to identify any mispronunciations or confusion over tricky words. Through discussion about the meaning of such words – as well as other powerful vocabulary identified by the children themselves - the group was able to identify how the mood of mystery / worry was created by the author through subtle shades of meaning. One child went on to explain how the dull weather described in the text also added to the development of atmosphere.

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

The moderator agreed with the teacher's judgement that this group was working at 5c.

Thank-you for welcoming me into your interesting lesson today. It was a pleasure to see children enjoying reading, discussing their ideas and showing a genuine love of books.