

Department of Education and Children

Rheynn Ynsee as Paitchyn

School: Laxey

Key Stage: One and Two

Levels Moderated: 2c from Year 1 & Year 2, 3a from Year 3 & Year 4, 4c from Y5 and Y6

Date: 11th March 2016

Focus of visit:

redacted observed 6 guided reading sessions from each year in 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 then the Literacy co-ordinator /Deputy Headteacher.

Group 1 - Year 1

This group was assessed by the school as having achieved 2c, working towards 2b. Moderator agreed with this judgement. See additional notes.

Group 2- Year 2

This group was assessed by the school as having achieved 2c, working towards 2b. Moderator agreed with this judgement. See additional notes.

Group 3 - Year 3

This group was assessed by the school as having achieved 3b, working towards 3a. Moderator saw enough evidence to say this group have achieved 3a, and are working within 4c. See additional notes.

Group 4 - Year 4

This group was assessed by the school as achieving a level 3b and working towards a level 3a. Moderator agreed with the teacher. See additional notes

Group 5 - Year 5

This group was assessed by the school as achieving a 4b and working towards a level 4a. Moderator agreed with the teacher. See additional notes

Group 6 - Year 6

This group was assessed by the school as achieving a level 4b and working towards a level 4a. Moderator agreed with the teacher. See additional notes.

General Commentary

- ✓Levels were accurate.
- ✓Sessions were well structured and used AFL techniques effectively.
- ✓Sessions were skills based and linked clearly to AFs.
- ✓Objectives were explicit and shared with the children.
- ✓Specific evidence was available for each Assessment Focus
- ✓All staff had a range of evidence across all AFS. They could talk about which AFs were strong and could identify gaps in both coverage and achievement.
- ✓School is using Bench Mark/running records to check percentage accuracy and as a diagnostic tool.
- ✓Internal moderation has been established.
- ✓The school ensures that all children leave KS1 having achieved at least a level 2c in reading (growth mindset).

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. Use white boards and post its more frequently to help record ideas or responses

Reading Assessment Descriptors – Year 1
Level 2b

<p>AF1 Letters and Sounds Working within Phase 6</p> <p style="text-align: center;">✓</p>	<p>AF1 Book Bands Gold</p> <p style="text-align: center;">✓</p>	<p>AF1 Fluency Reading is almost entirely accurate. Increasing fluency means that parts of the passage are well passed and take account of meaning.</p> <p style="text-align: center;">✓</p>	<p>AF1 Word identification Uses a combination of phonic and contextual cues to read unfamiliar words,</p> <p style="text-align: center;">✓</p> <p>occasionally choosing an inappropriate strategy.</p>	<p>AF1 Punctuation Sometimes uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension</p> <p style="text-align: center;">✓</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.</p> <p style="text-align: center;">✓</p>
<p>Text – The Very Smelly Dragon Book Band – Gold (NC Level – 2B)</p> <p>All children were able to read quite fluently and accurately. All children were beginning to use a combination of phonic and contextual cues to read unfamiliar words. When reading aloud children were beginning to take note of some punctuation marks (not speech marks) and add appropriate expression. There was evidence of children re-reading, after independently noticing the reading did not make sense.</p> <p>The teacher supported this session very well through continuous reference to both AF1 reading strategies, (phonic cues / re-reading / familiar spelling patterns), and learning strategies to foster a growth mindset (learning through correcting own mistakes) The session was planned using AFs. The teacher showed a good understanding of all of the children within the group. The teacher shared record keeping that identified progress through the book bands and through the Assessment Focus areas. Records show that these children are consolidating spelling patterns from phase 5 L&S, and working within Support for Spelling.</p> <p>Considerations Consider listening to one child read at a time whilst the others are reading independently in own heads. This technique provides opportunities for individual pupils to apply their reading strategies without interruptions from other children. Consider modelling how to change voices when reading reported speech in texts.</p> <p>The moderator agreed that these children are secure at level 2c, and working within level 2b.</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>AF 4. Response to the book includes reference to some presentational features.</p> <p>AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.</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.</p>

Reading Assessment Descriptors – Year 2
Level 2b

<p>AF1 Letters and Sounds Working within Phase 6</p> <p>✓</p>	<p>AF1 Book Bands Gold</p> <p>✓</p>	<p>AF1 Fluency Reading is almost entirely accurate. Increasing fluency means that parts of the passage are well passed and take account of meaning.</p> <p>✓</p>	<p>AF1 Word identification Uses a combination of phonic and contextual cues to read unfamiliar words, occasionally choosing an inappropriate strategy.</p> <p>✓</p>	<p>AF1 Punctuation Sometimes uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension</p> <p>✓</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.</p>
<p>Text – Going into Space Book Band – Gold (NC Level – 2B)</p> <p>AF1 As the focus of this session was AF4, there wasn't the opportunity for lots of reading aloud, however, there was enough evidence to show that the children were able to read quite accurately and fluently and had a sound understanding of punctuation marks. One child was able to use phonic cues to sound out the word 'astronomer'.</p> <p>AF2&3 The children were encouraged to talk about what they thought about the text, and then demonstrate how they knew this by using the non-fiction features.</p> <p>AF4 Lots of opportunities were provided in this session to develop AF4, and all of the children were able to use the features of non-fiction (glossary, contents, headings, pictures, labels, captions) texts to discuss their understanding. The children were encouraged to participate in a quiz which required them to use a range of non-fiction features in order to answer the questions.</p> <p>All of the children were engaged during the lesson, and motivated to participate. The session was particularly well planned and prepared for. The teacher showed a good understanding of all of the children within the group, and was able to identify the level of each child and outline the next steps for learning. The teacher shared good record keeping that included notes on individual children, along with evidence of the AFs covered, and Support for Spelling evidence.</p> <p>Considerations Consider linking reading and writing genres so that the children have the opportunity to 'read like writers' before attempting to write in the style of the genre. The moderator agreed that these children are secure at level 2c, and working within level 2b.</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>AF 4. Response to the book includes reference to some presentational features. ✓</p> <p>AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.</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.</p>

Reading Assessment Descriptors – Year 3 Level 3a

AF1 Fluency Reads a range of texts fluently and accurately. ✓	AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word	AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.	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
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Students: **redacted** both Year 3 pupils.
 Guided reading session: reading 'Dog Alert'. (N)
 Reading wall displayed in classroom where students collect a 'before reading challenge' which may be to read the section they're going to be reading in the session. **redacted** had completed their 'reading challenge' ahead of the session.

Students were reminded which AF looking at (AF3) and reminded they were going to 'deduce' what you think is happening.
 Teacher introduced the 'Big Question' on the mini-whiteboard: What evidence can we find that things are proving hard for Zoe?
 Pupils were issued with a whiteboard in case they wanted to jot ideas down. Any evidence students found was written down on a w/b by teacher and initialled so teacher could tailor questioning appropriately.

Teacher asked pupils to consider 'What reading/learning habits are we going to be using?' Pupils thought they would need to 'focus' and 'reflect'.
 (It was clear that these 'routines' were well established and there was a range of evidence in pupil workbooks that tasks relating to the reading material were valued and regular feedback was given.)

Although the focus was AF3, there was a range of evidence from other AFs to confirm why these two students were working at a solid '3a'.

AF1: Both students read fluently and accurately. Excellent expression and intonation from both boys. Both demonstrated their ability to self-correct as well as using alternative strategies to monitor and maintain reading. redact remembered how to pronounce 'retorted' after a previous error with the word during the reading session.

AF2&3: Teacher asks, 'What does a 'walking encyclopaedia' mean?' – redac explained answer confidently. Other questions to encourage students to think carefully. 'How does Dad feel?' 'Why is he saying that?' redact identifies who Bailey is—picks out evidence from the text to support point. When teacher referred back to the 'big question' in the plenary, pupils both had ideas to offer.

AF5: Both pupils confidently and consistently identified examples of words from the text chosen by the author to create a desired effect. redact picked out the characters 'moany voice' and explained what it might suggest. Both boys recalled specifics of the.... Asked thoughtful questions, 'How are you supposed to defend yourself if in a wheelchair?' redact Teacher asked students to 'pick out evidence that things will be hard for Zoe'. Both students achieved this. redact recognises the word 'scornful' is negative and that 'yeah right' had a sarcastic tone to it.

Teacher questioning was very effective and prompted students to think carefully about the characters and the setting in the text. Both pupils confidently selected a range of evidence and examples to support their ideas. Excellent focus throughout.
 Post-reading challenge was set, 'Where might the story go next? Draw story plan.'
 Teacher clearly has an excellent knowledge of the reading ability of her students and explained why they weren't quite at a 4c just yet, feeling they were not 'confident and consistent' enough with regards to AF5

AF 2 & 3
 Can retell and comment upon events or ideas from a range of texts, providing information related to plot and characterisation in fiction or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens. ✓

AF 4.
 (N) Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board.
 (NN) Can confidently and consistently locate information efficiently by using organisational features e.g. index, glossary, headings, fact boxes.

AF 5.
 Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect ✓

AF 6
 Is beginning to evaluate critically the effectiveness of a text.

AF 7.
 Has a secure awareness of genre and literary traditions

Reading Assessment Descriptors – Year 4

Level 3a

AF1 Fluency Reads a range of texts fluently and accurately.	AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word	AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.	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
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Year 4: redacted
 Focus: AF4 (NN)

Teacher informed pupils which learning habits they would be using during the session. Again, this was something that has clearly been embedded into their guided reading sessions.

AF4: Pupils were asked to 'Choose a page before p12 that you enjoyed reading and give reason why?'

reda said it was her 'favourite page because I really liked the language. It grabs my attention'. reda selected a quote to support what she liked: 'truly adventurous'.

reda said, 'It's just really interesting.' Teacher questioning needed to prompt further exploration, 'What drew your attention to it?' redac suggested layout and said the images of the 'essential items' were helpful. redact said he liked the map and fact boxes, which led to discussion about what a diagram is, and pupils recalled when they had seen them before.

Pupils were directed to the 'Contents' and asked to 'Think of a different way you could find information.' Students were less confident at getting to the answer in the teacher's mind but offered a range of alternative responses; redac used images and redact and redac found their evidence in the form of a subtitle. All pupils showed they could use evidence from the text to answer the question though they required some prompting.

Year 4: redacted
 Focus: AF4 (NN)

Teacher informed pupils which learning habits they would be using during the session. Again, this was something that has clearly been embedded into their guided reading sessions.

AF4: Pupils were asked to 'Choose a page before p12 that you enjoyed reading and give reason why?'

redac said it was her 'favourite page because I really liked the language. It grabs my attention'. reda selected a quote to support what she liked: 'truly adventurous'.

redac said, 'It's just really interesting.' Teacher questioning needed to prompt further exploration, 'What drew your attention to it?' redac suggested layout and said the images of the 'essential items' were helpful. redac said he liked the map and fact boxes, which led to discussion about what a diagram is, and pupils recalled when they had seen them before.

Pupils were directed to the 'Contents' and asked to 'Think of a different way you could find information.' Students were less confident at getting to the answer in the teacher's mind but offered a range of alternative responses; redacted found their evidence in the form of a subtitle. All pupils showed they could use evidence from the text to answer the question though they required some prompting.

Students were asked a number of questions to get them to think about the layout and presentation of the text:

'Find something that is the same on all three pages.' 'Why is it shaped like a leaf?' 'What are the different types of images?' 'Why have different ones?' 'What is a caption?' 'How many tips are there?' 'How did you get to the number 7?' (Although students made a good attempt to respond to them all, I didn't feel they needed quite so many-particularly as they required quite a bit of work from the teacher to help them respond to some of them.)

Pupils were then asked, 'Who can find what a DIY tent is?'

redac struggled to give correct answer, reda had a clearer response and redac managed to construct a good sentence despite lacking in confidence.

When required to use the 'Index' students required prompting rather than being able to use their initiative to get there. Focus from all students throughout the session was excellent and the teacher clearly had a fantastic relationship with the pupils.

Pupils were given a 'post-reading challenge' which was to 'Decide which layout feature you find the most useful in the next few pages.'

Not quite enough evidence was there to show that students were independently, 'confidently and consistently' locating the relevant information by using the organisational features so on that basis I

AF 2 & 3
 Can retell and comment upon events or ideas from a range of texts, providing information related to plot and characterisation in fiction or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens.

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 (N) Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board.
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AF 5.
 Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect

AF 6
 Is beginning to evaluate critically the effectiveness of a text.

AF 7.
 Has a secure awareness of genre and literary traditions

Moderation Observation - Year 5

Reading Assessment Descriptors –Level 4a

<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 ✓</p>	<p>AF 4 N – Can confidently and consistently identify and discuss significant or pivotal moments in a text.</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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The teacher introduced the session with a clear learning objective so that the children knew exactly which skills they would be developing during the session.

AF2/3 -

The focus of the session was to develop inference and deduction skills and to develop understanding of texts through questioning skills. The children were all able to refer to the text when asked what was happening at different points in the story. The whole group were able to provide evidence of some maturing inference and deduction skills through verbalising how they thought the characters would feel, and what they might think, and why. As this group are working towards level 4a, the teacher had identified this as an area of focus for the half term.

AF 5

The children were able to give some detailed descriptions of how the word choices throughout the text showed that there was an underlying sadness from Josh about his uncertainty of his family, and they were able to confidently refer to specific points in the text to support their views.

AF 7 - The introduction to the session provided evidence of the children’s ability to identify features of a genre. They were able to discuss in detail what possible genre this text could be and why. The children could competently link this text to others that they had read, giving sound reasons for their views.

The session was particularly well planned and prepared for.

The teacher showed a very good understanding of all of the children within the group, and was able to identify the level of each child and outline the next steps necessary to move each child onto the next level.

The teacher shared good record keeping that was linked to AFs covered and included notes on individual children.

Evidence showed that follow up tasks are used effectively to support learning.

Considerations

Consider encouraging pupils to support their ideas with evidence from their own life experiences (see owl poster) as this will encourage level 5c type answers

The Moderator agreed that these children have achieved 4b and are working within 4a.

<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</p>	<p>AF 4 N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. 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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Class: Year 6
Focus: AF2&3

I would have perhaps liked a little more time with this group as due to the earlier sessions over-running, we didn't have very long. Consequently, comments will detail what I saw 'on the whole', rather than being specific to each student as the group was quite large also. Despite this, it was clear that the teacher and students had an excellent relationship and after discussion with the teacher, it was evident she was fully aware of each student's strengths and areas for development. Not only did the teacher have a great relationship with the students, but they also appeared to have a great relationship with each other, helping each other out with tricky words when they arose in the text, which was lovely to see.

Teacher asked a good range of questions to cover the range of AFs though the focus was on AF2&3. The 'Key Reading Skills' were also displayed on the wall next to the guided reading area so both teacher and students could refer to them when necessary.

AF4: Students asked to give a summary of 'the kayak trip' in the text. 'What was the pivotal moment?' Students responded with, 'when the camera was lost' and went on to clearly and confidently explain the background to it.

Pupils were given a page to refer to find evidence to support ideas. All put their fingers on a relevant quotation. Lead to discussion on which piece of evidence, out of the two options selected by students, was the strongest. Teacher explained reasons why one was stronger than the other but with some pupil input.

AF2&3 Teacher asked students to 'Think about characters and how they might react'. Students could refer to text and select evidence. redacted, in particular, offered a well-developed explanation.

All students, at some point, made clear and confident references to the text and displayed clear understanding of the main details regarding the characters in the text.

As stated, I didn't feel I quite have sufficient time/evidence to make a fully accurate judgment that all pupils I saw reading were working at a 4a, however, it was clear that the teacher recognised there was a range of ability in the group and it was evident that at least 3 of the students would have been comfortably working at this level.



O

Observe or notice

W

What do you wonder?

L

Link it to your life