

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Visit

School: Scoill Phurt Le Moirrey
Key Stage: FS, Key stage 1 and Key stage 2
Levels Moderated: 2b, 2b, 4c, 4c
Date: 14th June 2018

Focus of visit:

redacted observed 4 guided reading sessions. These sessions were moderated against the Isle of Man Level Descriptors for Reading and judgements were discussed with the class teachers, the head teacher and the literacy coordinator.

Group 1 - Years 1/2

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

Group 2 - Years 2/3

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

Group 3 - Years 4/5

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

Group 4 - Years 5/6

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

General Commentary

- ✓All levels were accurate.
- ✓Island Level Descriptors are used.
- ✓Discussion with staff showed they were aware of the AFs and all staff knew the children's strengths and weaknesses. Next steps were identified.
- ✓The sessions and follow-up tasks were linked to the AFs .
- ✓Assessments were up to date.
- ✓Planning was thorough and adapted to suit the needs of the children.
- ✓Planning also included clear links to speaking and listening levels.
- ✓Some classes used a range of teaching strategies - talk partners, drama, post-its, whiteboards.
- ✓Letters and Sounds/Support for Spelling is used across the school.
- ✓Bench Making is used to support judgements.
- ✓ICT is used to support guided reading sessions in a range of ways.
- ✓Reading is clearly a well established part of everyday school life - guided reading is at the same time for all classes each day, the school use a reading buddy system across the school, key stage 2 have some set ERIC times during the week where staff read their own books too. Reading to the whole class is also part of each classes daily timetable.

Recommendations

- ★Encourage staff to have the courage to give higher levels particularly in key stage 1.
- ★Perhaps develop the layout of the planning/evidence sheets that ask for links to further evidence.
- ★Encourage staff to give the students (where appropriate) time to follow up feedback given to them in their reading journals.
- ★Share your practice of linking speaking and listening levels into guided reading planning.

Reading Moderation yrs 1/2 - SPLM 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 - Project X (Gold)</p> <p>Moderator agreed the children were working within 2b level. Overall Moderator agreed it was a 2b Guided Reading session - there were several children who would be rapidly working within and at 2a.</p> <p>AF1</p> <p>The majority of the group were reading the book accurately and fluently. The children were used to using a range of strategies to read unfamiliar words. Phonic reminders were used and adhered to. Several of the group used self correction during the session when noticing that their reading did not make sense.</p> <p>All children were using full stops to enhance phrasing.</p> <p>AF2/3</p> <p>During the session the children were able to make references to the characters - they remembered them from previous books. They were also able to discuss the setting and were able to make links to their own writing. The children were all able to answer questions about the setting and characters using some reference to the text.</p> <p>AF4</p> <p>This assessment focus was not part of the session but one of the children did start to bring up the use of glossaries and whether this book would have one or not - which the other children did comment on.</p> <p>AF5</p> <p>This area was the main learning focus - the children were able to locate and discuss adjectives, rhyming words and they discussed similes - they linked this with on going written work. The majority of the group were able to discuss the words and think about why they might have been used.</p> <p>AF6</p>					<p>AF 2 & 3</p> <p>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>

This AF would be explored further in follow up sessions.

AF7

The children were making lots of links with their reading and their own writing and learning in school. They also referenced other books where they had met these characters and were able to talk about them. Some of the group talked about non fiction text features after reading something in this book that reminded them of a non fiction text.

Thank you for welcoming me into the session today.

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.

Reading Moderation yrs 1/2 - SPLM 2b

<p>AF1 Letters and Sounds Working within Phase 6</p>	<p>AF1 Book Bands Gold</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>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.</p>
<p>Text: The Mad Scientist Next Door Assessment Focus: AF1 The children were very enthusiastic about their reading session, which was great to see. Children were reminded of their focus, which was to read accurately and to tackle tricky words with a greater level of independence. Teacher asked, 'What do we do if we come across a hard word?' Children were all eager to offer an answer: 'Write it down and split it up!' 'You can write down the phonic sounds' - so it was clear the children had an understanding of the possible strategies they might employ. Before they started reading, the children were directed to look for potentially challenging words in the text. They explored the word 'scientist', considering 'soft c' and 'hard c', which the children understood. Another tricky word they identified was 'neighbour' and the children were asked to have a go at saying it in a different tone/voice in order to help them recall it, which proved to be an effective strategy. Students were reading ahead, mostly accurately, as the teacher moved around the group to listen to them reading allowed. If they came across any more difficult words, they were asked to write it down on their whiteboards and to make use of the appropriate strategies to help read the word. If they struggled to decode the word, they were told to wait for the teacher to come to them. This proved to be a helpful task, though a couple of pupils needed further prompting with trickier vocabulary such as 'emergency' or</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. 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</p>

'favourite'.

Having read a few pages, they were asked to think about what had happened. The teacher instructed the children to really think about their answers and to 'organise' their speech. One child replied 'Something bad has happened'- and the teacher encouraged the group to consider their answer. During further questioning on the text, it was fantastic to see all the children so eager to express their own ideas.

Teacher keeps a record of each groups' progress and AFs are highlighted and dated when met. Each student also had their own S&L sheet, which detailed the objectives they had met within their guided reading sessions.

In the guided reading follow up books, tasks were clear and specifically linked to the text with a clear learning focus and success criteria. There was evidence of feedback given on completion of each task.

Moderator agreed with the teacher's judgement that this group was working within a level 2b.

Thank you again for allowing me to come into your lesson.

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.

Reading Moderation yrs 4/5 - SPLM 4

<p>AF 2 & 3 When responding to text, the pupils begin to identify key themes and ideas, using inference and deduction</p>	<p>AF 4 (N) Is beginning to identify and discuss significant or pivotal moments in a text. (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</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text.</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 its social, cultural and historical context</p>
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Text - Diary of a Wimpy Kid

Moderator and the teacher agreed that the children were working at level 4c and ready to move onto the next level. Overall Moderator agreed that there was evidence of 4c however there were many elements of 4b observed in this session.- the teacher knew the children well and was very sure of their next steps within the next level.

There was also evidence to support the reading session provided in the form of reading record assessment sheets (used by whole school, included in guided reading file), past annotated planning, reading response books and some benchmark assessments. The teacher had also provided links to reading AFS in english books from lessons.

AF 2&3

The students were able to discuss key themes about relationships using inference. They were able to say that Roderick was not that smart because of some of the things he had done. They were able to deduct that the relationship between the brothers could have been similar to that of the author's family life. One of the students commented that maybe the brother had some problems and that is why he was doing all these bad things to his brother - again using reference to an incident in the text.

AF4

The group were constantly referring back to significant moments in the text when explaining what they thought Roderick was like as a character.

AF5

This was the main learning focus of the session - this was a 4b target - understanding the intentions of the author. Through the discussion of the extracts used and the improvisations that the students had filmed previously, the group were able to discuss the way in which the author may have wished the reader to think about Roderick and Greg. The group discussed the pranks and the way that Greg spoke about his brother, calling him a 'jerk' for example. They also talked about the pranks and descriptions of physical interactions between the characters as a way for the author to be quite dramatic and humorous however they also thought that the author probably wanted the readers to be able to relate to their own family life too.

AF6

The teacher briefly discussed the groups opinion of the book so far.

AF7

Throughout the session the group referred to their own siblings and family life. A few members of the group also discussed the fact that other writers like Roald Dahl and David Walliams write about things that had actually happened to them in their own lives within their stories and books.

Thank you for welcoming me into your reading session today.

Reading Moderation yrs 5/6 - SPLM 4C

<p>AF 2 & 3 When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction</p>	<p>AF 4 (N) Is beginning to identify and discuss significant or pivotal moments in a text. (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</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text.</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</p>
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Text: My Big Fat Zombie Goldfish

Assessment Focus: AF5

Teacher introduced the Assessment Focus to the group and linked it to the prior learning and, more specifically, the Pie Corbett Talk for Writing work they had been doing recently. The atmosphere and level of engagement in the room in general was excellent; all students were in their guided reading groups working on a range of different tasks.

The students were asked to read independently and were reminded to take their time and to try consider what effects the text is having on them as readers, e.g. Is it funny or sad? When students came across the word 'peasant', there was a brief discussion regarding its meaning and one student suggested it was, 'maybe like in the third class in the Titanic', so it was great to see students making links with their prior learning.

Teacher took over the reading from page 5 so students had the opportunity to just listen and consider, 'What effect is the author going for?' This led on to thoughtful discussions with the students regarding whether or not the author was trying to be humorous. The discussions also incorporated connections to their own lives, which aided their understanding of the writer's intent.

In addition, the session also incorporated imaginative and effective use of ICT through the use of the app 'Book Creator'. Pupils were asked to read over the selected pages again and using the tools (as demonstrated by the teacher) they were to highlight any examples of language that they could identify as 'effective'. They were then to explain the effect. Due to time limitations, I did not get to see the final result, however, the teacher had a file of evidence supporting the fact that these students were working within a level 4c.

The learning environment on the whole was tailored towards promoting challenge, and it was fantastic to see that the children were encouraged to reflect on their performance in all aspects of their studies, including English.

Thanks once again for allowing me to come into your lesson.

