

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: Michael

Key Stage: One and Two

Levels Moderated: 2b, working towards 2a (from Y2 and Y3),
2b (from Y1 and Y2), 4c (from Y4/5) 4a working towards 5c (year 6)

Date: 13th June 2017

Focus of visit:

redacted observed 4 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 head teacher.

Group 1 - Year 2/3

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

Group 2- Year 1/2

This group was assessed by the school as level 2b . Moderator agreed with the teacher that the children in this group are a secure 2b and notes that they are now ready to move on to 2a. See additional notes

Group 3 - Year 6

This group was assessed by the school as level 4a, working towards a 5c . Moderator agreed with the teacher. See additional notes

Group 4 - Year 4

This group was assessed by the school as level 4c . Moderator agrees there is evidence of this group achieving 4c. See additional notes

General Commentary

- ✓Levels were generally accurate
- ✓School has school-wide systems in place for planning and tracking reading and for sharing information with parents.
- ✓Planning was linked to the school's reading descriptors.
- ✓The children were clear about the focus for the session.
- ✓School is using Bench Mark/running records to support judgements.
- ✓Reading has been a school priority in the last academic year and the Literacy co-ordinator is clear about what has been done and what needs to happen next.
- ✓Sessions often contained warm ups and practical activities.
- ✓Follow up task were used to extend learning and provide evidence of attainment.
- ✓ICT was used regularly.

Recommendations

- ★ Ensure the descriptors used by the school for both planning sheets and trackers are clearly linked to the Island descriptors and to each other. Ensure any additional statements are linked to the correct AF (I have included the titles of the AFs at the back of the report).
- ★Develop opportunities to share practice.
- ★Develop staff understanding of benchmarks e.g. when it is appropriate to use them and how they can then impact on learning - they generally don't need to be done beyond a level 3b.

Reading Moderation Observation - redacted - Year 2/3 - 13th June 2017
Working Towards Level 2

<p>AF1 Letters and Sounds Confident at Phase 6 AF1 Book Bands White</p> <p>✓ (Support for Spelling)</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. some evidence</p>	<p>AF1 Word identification Uses a combination of phonic and contextual clues appropriately. some evidence</p>	<p>AF1 Punctuation Usually uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. some evidence</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>Text – Tom Thumb and the Football Team (Laptop Text)</p> <p>AF1 The reading from most of the children was quite accurate. Some children were able to use phonic strategies and contextual cues to read unfamiliar words. Although the children were able to stop at full stops, most of them still need to develop the ability to use punctuation marks to enhance intonation. Most of the children were not confident to select different strategies to read unfamiliar words and tended to rely on the teacher to supply them. Benchmarks showed that these pupils read with 98% accuracy. Moderator agreed that these pupils are working towards level 2a in AF1, however one boy in the group displayed reading behavior that was typical of a level 2a reader.</p> <p>AF2 & 3 The children worked collaboratively to retell the story so far. Although they were able to comment on the characters and the plot, their contributions tended to be one or two words, and therefore not typical of level 2a pupils. Pupils were able to answer literal questions quite well, and were beginning to answer ‘How do you know?’ / ‘why do you think?’ type questions. Moderator agreed that these pupils are working towards level 2a in AF2 & 3.</p> <p>AF4 links During the pre reading task, Children were encouraged to organise words using alphabetical order.</p> <p>AF5 links During the pre reading task, Children were encouraged to think about adjectives to describe a character from the text.</p> <p>Afs 6 – 7 The teacher shared planning sheets that showed that these AFs have been covered in previous lessons, and that pupils are working towards level 2a. The class teacher shared planning, record keeping, benchmarks, and Support for Spelling records that showed that these learners have achieved level 2b, and are working towards level 2a.</p> <p>Evidence showed that these pupils have almost achieved 2a in AF1, but are still working within 2b for the other AFs, and this is where the focus should be in future guided reading sessions, (this means that there might be very little reading aloud/in heads during these sessions, as the focus will be comprehension and understanding.)</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. some evidence</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>

Reading Moderation Observation - redacted - Year 1/2 - 13th June 2017
Level 2b

<p>AF1 Letters and Sounds Working within Phase 6</p> <p>✓ (Support for Spelling)</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>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 – Ice Cream Book Band – Gold (2b)</p> <p>AF1 The reading from the three children was almost entirely accurate, but there were a few unfamiliar words that enabled them use phonic strategies and contextual cues. The children read quite expressively, and understood how to use punctuation marks to enhance phrasing. AF1 2b achieved.</p> <p>AF2 & 3 'Can confidently answer literal questions' (2a objective) Gives thoughtful answers to 'why do you think ...?' and "How do you know ...?" questions (2a objective) All three children were very eager to share their ideas and opinions, and were able to support their ideas with extra relevant information. For example, one pupil suggested that more ice cream would be eaten in hot countries such as America, she then thought about her answer and decided that maybe America wasn't the best example, as all of America wasn't hot - "but Florida is." This shows that she was able to use her own knowledge of the world (schema) to make sense of the texts that she reads. (AF7 links) In AF2/3, the behaviour of the pupils was more typical of 2a learners.</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. (2a objective) Not only could the children name and describe the features of a non-fiction text, but they also demonstrated that they could use the features to find information within the text. In AF4 The pupils behaved more like 2a learners</p> <p>AF5 During the pre reading task, Children were encouraged to think about adjectives to describe the taste of ice-cream and then to use their spelling strategies to write the adjectives around a picture of an ice-cream.</p> <p>AF7 The children were able to explain their understanding through linking ideas from the text to their own life experience (see AFs 2 & 3)</p> <p>The class teacher shared planning, record keeping, benchmarks, and Support for Spelling records that showed that these learners have achieved level 2b. After moderation it was agreed that these pupils have achieved level 2b and are now ready to tackle level 2a books. It was also noted that as these learners are already displaying reading behaviours typical of level 2a, it might be that they will be ready to tackle level 3c texts very soon.</p> <p>I really enjoyed this session. The learners were thoroughly engaged throughout, and motivated to improve their reading and succeed. It was very well planned, with clear links to AFs and NC levels. This would be a good lesson for observation, should any future members of staff wish to develop their own professional understanding.</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>AF4 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>

Moderation Observation - Year 6 Teacher – redacted Date – 13/6/17
 Reading Assessment Descriptors –Level 4a

<p>AF 2 & 3 When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction Not seen today</p>	<p>AF 4 (N) Is beginning to identify and discuss significant or pivotal moments in a text. Not seen today</p>	<p>AF 5 Is beginning to explain how the way in which words are used creates a specific effect on the reading Not seen today</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text. Not seen today</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. ✓ When questioned by moderator. Can place a text within it's social, cultural and historical context</p>
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The genre looked at today was play scripts and the session focussed on objectives taken from the planner:

- discuss characters and their qualities (AF1)
- empathise with different characters point of view (AF3)

These objectives were shared with the children at the start of the session and the children achieved them. They were engaged and enjoyed the use of white boards for sharing/recording their ideas and the use of video clips to help them understand characters.

However, these objectives did not link directly to the Island level descriptors. There is a statement about characters in the Island descriptors (can discuss characters and their qualities) but this is in level 3c. It is also not an AF1 statement but an AF2 one as it relates to “understanding, describing or retrieving information or ideas from texts” (AF2). AF 1 is about strategies for decoding.

Due to the focus of the session it was difficult to see evidence of the Island descriptors. The group did do some reading towards the end of the session and their fluency and expression was clearly at or above that expected for 3a. If you look at the AF1 descriptors for 3a the group showed evidence of all of these e.g. reads fluently and accurately, applies knowledge of word identification strategies appropriately and automatically, uses knowledge of punctuation to enhance phrasing, intonation and comprehension and and uses strategies such a self correction and subvocalising. The Island descriptors don't include AF1 descriptors for 4c or above as it is expected that by level 4 all the descriptors in 3a are just happening automatically. I am happy to say their fluency and decoding was beyond a 3a.

When I talked to some of the group they were able to tell me about some of the features of the genre. They could point out the cast list, the stage directions, the dialogue and the information about the play writes. This showed some evidence of AF7 at 4c - “beginning to identify features of that genre using evidence from the text.”

redacted showed me her file and her trackers and there was evidence of achievement at 4c. The trackers relate more closely to the Island Descriptors and the annotation on these showed achievement at 4c. The teacher had also done some benchmarks which showed the children were achieving well at the top level of these. The top level is roughly equivalent to a 3a so these provided evidence that the group are starting to move beyond this.

Today's sessions provided very little evidence of 4c (something that can be avoided in the future once the planning sheets are cross checked with the descriptors - see whole school recommendations). However, I saw enough evidence today to agree that the group is working at 4c.

Moderation Observation - Year 6 Teacher –redacted Date – 13/6/17
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 (Not seen during session)</p>	<p>AF 4 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 (Not seen during session)</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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A great start where the teacher had a prepared warm up activity and shared the focus of the session with the children. They were focussed and engaged.

AF 4 - They were able to identify significant facts and information. They could identify the positive points about the festival and what some of the main celebration activities were.

AF6 - The group showed an understanding of the authors intentions. There was a good discussion around what the author thought of the festival and what he/she wanted the reader to think about it. They were able to identify and quote the positive words e.g. redacted said “honouring” made it seem like a good thing and redacted said that “holiday” supported this. redacted found “celebrating life” and redacted quoted “it is about love, not fear.” They were able to explain this meant the author wanted us to see the festival in a positive way.

AF 7 – They were able to list a range of myths and legends and were able to tell the group where they were from. They were able to put the text into its social and cultural context by sharing their understanding of Spain and Mexico. They could identify the main features of information texts e.g. redacted said, “ The paragraphs are grouped in sections.” red noted, “The translation is in bold and they’ve used brackets to show it is special.” redacted also noted that “They’ve added wow facts” and, with prompting, red was able to explain he knew it was an interesting fact because of the exclamation mark. redacted said, “The exclamation mark emphasised it.” They also showed an awareness of a glossary.

redacted was able to make comparisons between our culture and the culture she had found out about through reading - “ In our culture we do face death with fear but they celebrate it.”

red knows the group well. She knew the genres the children enjoyed and directed her questioning appropriately, She was able to show me follow up work to evidence the AFs not seen and shared her tracker. I agree that the children are achieving at a 4a. redacted is slightly stronger.

Thank you. I enjoyed your session.

Moderation Observation - Y4/5 group.

Teacher - redacted

Date - 13/6/17

Reading Assessment Descriptors -Level 4c

- AF1** Use a range of strategies, including accurate decoding of text to read for meaning.
- AF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.
- AF3** Deduce, infer or interpret information, events or ideas from text.
- AF4** Identify and comment on the structure and organisation of texts e.g. grammatical and presentational features at text level.
- AF5** Explain and comment on writers' use of language including grammatical and literary features at word and sentence level.
- AF6** Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.
- AF7** Relate texts to their social, cultural and historical contexts and literary traditions