

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Report

School: Onchan Primary School

Key Stage: One and Two

Levels Moderated: 3c (Years 2, 3) 5c (two year 6 classes)

Date: Monday 17th June 2019

Focus of visit:

redacted observed 4 guided reading sessions from KS1 and KS2. These sessions were moderated a redacted an *Level Descriptors for Reading* and judgements were discussed with the class teachers and Literacy co-ordinator.

Group 1 - Year 3

This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 2- Year 2

This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 3 - Year 6

This group was assessed by the school as level 5c. Moderator agreed with the teacher. See additional notes.

Group 4 - Year 6

This group was assessed by the school as level 5c. Moderator agreed with the teacher. See additional notes.

General Commentary

- ✓ Levels were accurate.
- ✓ School has consistent systems in place for planning and assessing reading throughout the school.
- ✓ Planning was linked to the reading descriptors and detailed.
- ✓ Teachers planning is focused on specific assessment foci, linking to progression of skills.
- ✓ School is using Bench Mark/running records to support judgements.
- ✓ Follow up tasks are used to extend learning and provide evidence of attainment.
- ✓ Follow up books in year 6 were exemplary and practice should be shared within and beyond the school.
- ✓ The children were focused during the sessions and enjoyed them.
- ✓ Staff knew the children well.
- ✓ Reading routines are clearly established and have high expectations.
- ✓ Teaching staff were autonomous in researching, buying in and implementing new reading schemes which they felt were pertinent to the needs of the children.
- ✓ The school has devised their own English skills based curriculum – the reading skills planned for were apparent on the planning.
- ✓ The school has strong links with the local library.
- ✓ The school uses a reading spine throughout the school which enables all children to access high quality texts in each year group.
- ✓ The school promotes reading for pleasure in a number of ways including 'free read Fridays'.

Recommendations

- ✓ Continue to build wider variety of activities, such as ICT, role play, hot seating to develop reading skills.
- ✓ Share practice within and beyond school.
- ✓ Further development of the balance of whole class reading and guided reading sessions and monitor its impact (suggested by school).
- ✓ Further develop a range of question types within Guided Reading sessions to deepen learning.
- ✓ Further embed the whole school reading systems.
- ✓ Continue to build in speaking and listening opportunities through guided reading sessions (suggested by school)

<p>Year 2 Level 3c</p>	<p>AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓</p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.</p>	<p>AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. <input type="checkbox"/></p>			
<p>Text: Horrid Henry's Sleepover Lesson Objective: Identify choice of words by author and the effect they create (AF5) Review last GR focus, linked to cause and effect (AF4) The session had a clear focus with thorough planning, taking into consideration the AFs that the children needed to develop skills in. The teacher worked quietly and patiently with the children to summarise and think back on the story so far. The teacher drew out some discussion about the character 'Horrid Henry' and what they thought about his behaviour – "Horrid Henry probably behaves like that because he hasn't been on many sleepovers and doesn't know how he should behave." (AF3) (AF4) The main aim of the session was to look at the author's word choices and look at how these word choices can capture the reader's interest and imagination. Several sentences had been lifted from the text and displayed on cards – the children selected sentences and after reading them, discussed word types. They then had to look at a highlighted word in that sentence and choose synonyms (using a thesaurus) that could mean the same as the author had intended. The teacher probed the children about the word choices – they discussed the connotations that the words had e.g. "rats makes you think of disgusting, smelly things" "enormous is a much better word than big – it gives you a great picture in your head – big is just boring". The children also discussed whether the synonyms made for a better word choice than the authors. (AF5) Those children who read some of the sentences and thesaurus sections out loud or quietly were observed to be decoding generally accurately, employing phonics skills and whole text strategies. (AF1) During the discussion with the teacher it was clear that there was a broad range of evidence (Benchmarks and the whole school AFL planning and tracking document) in the reading file to show that most of the pupils are working at level 3c. The follow up books also showed a range of evidence which backed up judgements including tasks and activities that were very focused on the skills introduced and practiced during guided reading sessions. The moderator agreed with the teacher's judgement that this group was working at a secure 3c – there is one child in the group that the teacher and moderator identified as only just working at this level. Thank-you for welcoming me into your interesting, well organised and purposeful lesson today – I hope you found the experience useful.</p>		<p>AF 2 & 3 Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities. Evidence in file/ follow up task</p>	<p>AF 4. (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. Evidence in file/ follow up task</p>	<p>AF 5. Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect <input type="checkbox"/></p>	<p>AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.</p>	<p>AF 7. Is beginning to show an awareness of genre and literary traditions Evidence in file</p>

(N) Narrative

(NN) Non-narrative

Year 3 Level 3c	AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓	AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓	AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. ✓
AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✓	<p>Text: Adopt a Dolphin (extract from - Let Me Persuade You)</p> <p>Lesson Objective: To identify how language, structure and presentation contribute to meaning AF6</p> <p>The session began with the teacher leaving the children to independently discuss the poster – noting down any words they were unsure of and interesting language choices. This was a chance to hear the children reading independently too.(AF4)</p> <p>All children read accurately and fluently – some of the children had a higher level of fluency and some purposeful expression was used. They decoded unfamiliar words with confidence and helped each other out when necessary. The text was appropriate to their reading level. The children used their knowledge of punctuation to support the way that they read and to aid their understanding of the text.(AF1)</p> <p>The main focus of the session was AF6. The teacher had chosen this AF specifically as a target area for these children. The teacher carefully probed the children to show their understanding of the intention/purpose of the text and to think about how its structure and presentation aids its purpose –the children’s understanding was evident through their discussions - “the author has chosen the phrase ‘don’t let the dolphins die’ to make us feel sad and want to help the dolphins”, “the photographs that were used show playful, friendly dolphins – which makes the reader want to help”. The teacher asked questions about the layout and presentation of the text, which again displayed their understanding of this AF area. Opportunities were given for the children to discuss how the author of the text made them feel as readers and whether they liked or disliked the text. A follow up task following up the skills from this session was introduced ready for the next day.</p> <p>The teacher knew the children well and was able to talk about each individual child, their attainment and next steps. She had a broad range of evidence to back up her judgements including follow up tasks, Benchmarks and the whole school planning and tracking documents. This evidence showed progression and supported her overall judgement of 3c for this group, is should be noted that there were elements of 3b present within the session.</p> <p>The moderator agreed with the teacher’s judgement that overall this group was working at a very secure 3c and the she should very quickly see them securing 3b.</p> <p>Thank-you for welcoming me into your well organised lesson today. It was a pleasure to see children enjoying reading and having such thoughtful discussions about the text.</p>		<p>AF 2 & 3</p> <p>Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities.</p> <p>Evidence in file</p> <p>AF 4. (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. ✓</p> <p>AF 5. Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect ✓</p> <p>AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. ✓</p> <p>AF 7. Is beginning to show an awareness of genre and literary traditions</p> <p>Evidence in file/follow up books</p>

Year 6W Level 5c	AF 4 <i>(N) Is beginning to make comparisons</i>	AF 5 <i>Is beginning to distinguish and explain</i>	AF6 <i>Can express clearly and confidently what</i>	AF 7 <i>Using texts of increasing complexity begins to relate</i>
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<p>AF 2 & 3 <i>Can respond to texts by exploring underlying themes and ideas. Makes inferences based upon implicit information drawn from text. ✓ Can provide justification for those inferences by returning purposefully to the text. ✓</i></p>	<p><i>and critical judgements about texts ✓ (NN) Is beginning to assess the impact of presentational features when making critical conditions.</i></p>	<p><i>subtle differences with a writer's use of language and it's effect on a reader (e.g. shades of meaning, onomatopoeia etc) ✓</i></p>	<p><i>they liked and disliked about a text ✓ and can identify confidently and consistently the main purpose of a text.</i></p>	<p><i>them to their social, cultural or historical context and use evidence from the text to support conclusions. ✓</i></p>
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Book/text- Extract from Cogheart

You had a clear focus on AF5 and 6 today but the group's enthusiasm and previous wide reading allowed them to demonstrate achievement in aspects of all the AFS. This was a lovely session and it was a pleasure to see how much the pupils enjoyed reading.

AF2 and 3

They made predictions and inferences about the story and were able to relate these back to the text. These inferences sometimes related to the historical context and sometimes to the characters e.g. they were able to give reasons why they thought the teacher had favourites. You were very good at insisting they go back to the text for evidence and they were clearly able to do this. There was further evidence of this in their follow up books. Their books also provided good evidence of them identifying underlying themes.

AF4

There was evidence to day of they making critical judgements about texts, both when expressing opinions when comparing it to other books and when looking at particular sections and deciding if they wanted to read on.

AF5

This AF was the focus of the session. The pupils were explaining the effect of the author's word choice on the reader. They were able to identify effective language and then say why they thought the author had chosen the word/phrase e.g. "**Knife sharp** makes us scared as it seems particularly deadly." "**A shiver of terror** makes you feel like everything is a bit creepy as thats what you do in a creepy/scary place." They were very clear that the effect the author wanted was for the reader to be worried/uneasy/scared and that they wanted us to dislike the teacher. They were very good at using phrases like "I have proof that..." "My evidence for that is..." One young lady had really good opinions that she shared using evidence from the text.

AF 6 and 7

The start of the session allowed the children to express their likes and dislikes about the book. They were able to express their opinions and give reasons for them. Some of them didn't think it was quite their taste but they were able to confidently talk about other books they liked and say why e.g. The House with Chicken Legs, The Nowhere Emporium. They were also able to use clues from the text to put the story in its historical/cultural context e.g. "The way they talk is old fashioned." "It says Victorian Schools." They made really good links to and comparisons with other books.

Discussion with teacher

It is clear you know your children really well. Your assessments were clear and up to date. You had identified that they still need to be a little stronger on explaining their evidence and you were working on that today. The PEE system is clearly established and the balance between whole class and guided sessions over the year is having an impact. Assessment sheets indicated achievement at 5c with nearly all statements achieved. I agree that you have one young lady who is working at 5b. The follow up books showed high quality work and back up your judgements.

I agree this group is a secure 5c, with a member achieving 5b.
 Thank you - I enjoyed my visit to your classroom.

Year 6C Level 5c	AF 4 <i>(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.</i>	AAF 5 <i>Is beginning to distinguish and explain subtle differences with a writer's use of language and it's effect on a reader ✓ - some (e.g. shades of meaning, onomatopoeia etc)</i>	AF6 <i>Can express clearly and confidently what they liked and disliked about a text and can identify confidently and consistently the main purpose of a text. ✓ - beginning to see this.</i>	AF 7 <i>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. ✓ - try to streamline to the main points.</i>
AF 2 & 3 <i>Can respond to texts by exploring underlying themes and ideas. ✓ Makes inferences based upon implicit information drawn from text. Can provide justification for those inferences by returning purposefully to the text.</i>				

Book/text - Non fiction, single use plastic articles.

The group were enthusiastic about this topic and were able to make really good links to their learning to other areas of the curriculum. Their enthusiasm for the topic maybe meant they didn't focus on the text as much as you would have liked, but the session still provided evidence of achievement at 5c

AF2 and 3

All members of the group were able to identify and explore the underlying themes of the articles. They pulled out some key bits of information, as well as using their own knowledge to support their opinions. Follow up books showed evidence of inference and returning to the text to both provide evidence of themes and evidence of inferences linked to character and plot.

AF4

Not seen in today's session but you shared your assessments to show evidence of this. There was also evidence in your follow up books.

AF5

Discussion centred around what the writer was trying to get the reader to understand and feel. They needed a bit of support with this. Some were stronger. It obviously clearly links to the focus of the session which was AF6 and looking at the writer's intention/purpose and effect of the text on the reader.

AF6

You had chosen this as the focus as this was the weaker area on your assessment documentation. They were able to identify the purpose, although got a bit sidetracked by their own knowledge of and research into the area. Based on today I wouldn't say they were confident at identifying purpose but they can do it and I'm sure you will soon be able to say they can do it confidently.

AF7

They were confident at relating the text to its cultural context and were making good links to their understanding in this area. They were beginning to use evidence from the text to support their conclusions but the discussion needs focussing a little more to get really good evidence of this.

Discussion with teacher

It is clear you know your children really well. Your assessments were clear and up to date. You had identified a weaker area to work on today so are clearly using the document as an AFL too. The PEE system is clearly established. Assessment sheets indicated achievement at 5c for all of the group, with teacher assessment suggesting 5b achievement for a couple of members. I agree that you have one young lady who is working at 5b and, although the other one was quite quiet today, your assessment evidence would suggest that she is too. The follow up books showed high quality work and back up your judgements.

I agree this group is a secure 5c, with at least 1 member achieving 5b.

Thank you - I enjoyed my visit to your classroom.

