

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit 2018

School: Scoill yn Jubilee

Key Stage: One and Two

Date: 10th July 2018

Focus of visit:

redacted (Moderators) looked at evidence judged to be 1A, 1C, 3B and 4B.

Judgements were moderated against the Island level descriptors.

1A- Agreed

Clear targets displayed and discussed with students

Excellent use of ICT implemented within the lesson; students were all engaged

All students had an awareness of genre- this was recapped throughout the lesson

Students' comments highlighted awareness of different types of characters

Students could use intonation (one of the lesson objectives) in places

There was clear evidence of thorough tracking for each student

Guided reading records with targets were clear

Evidence of reading challenge in folders

Students were all moving towards a 2C

A wonderful learning environments

- The detailed planning of this teacher was really impressive!

1A- Agreed

Students were engaged from the outset and keen to read.

Challenging words were discussed in detail, which ensured that they were well prepared to read with a degree of independence.

Phonic strategies were implemented to decode when needed.

They were also able to draw on a range of other well established decoding strategies, including 'hop, skip and jump' and 'chunk it like chocolate' when reading longer sentences.

Lively discussions around the illustrations demonstrated that the children could use pictures to confirm and enhance meaning.

They composed questions about the front cover and made predictions about events, which also showed good understanding. It was great to see that the teacher made the most of opportunities to explore and draw upon the children's knowledge of the world; how snow felt and looked like and what they might play in it.

Planning showed that the beginning of the session involved retelling the main events from their previous book.

The teacher knew the class and was able to talk about each child, their attainment and next steps.

A good range of evidence to support her judgements including, whole school AF planning and tracking document (new document with 3 sub-levels), follow up tasks and benchmarks.

1C- Agreed

The children were able to follow the text when the teacher read to the group and when they were reading independently.

There was a clear routine for reading; all students were familiar with this.

Students felt comfortable to reading the text themselves, most with lovely enthusiasm.

Some children in the group required support to apply this learning and used phonic strategies to decode, but it was lovely to see that they used the flash card cues which they already knew, as aids to their understanding.

All the children in the group showed familiarity with exclamation marks and applied their understanding when reading the title of the book; 'Shoo Mouse, Shoo!'

The children demonstrated that they knew that print carries meaning and read from left to right and from top to bottom.

The teacher knew the children very well and was able to talk about each individual child and their attainment. She had a range of evidence to support her judgements including; follow up tasks, Benchmarks and the whole school AF planning and tracking document (one level only).

3B - Agreed

The children read short sections of the story independently.

They were all able to decode at this level, some with slightly more fluency and intonation than others.

They demonstrated the ability to use a range of strategies when encountering tricky or unknown vocabulary, including self-correction, rereading and seeking clarification from their teacher.

Discussions about the text showed secure comprehension of events and character's emotions. Individual reading showed that some children had knowledge of how to use punctuation when reading aloud, but did not always use it to enhance phrasing or intonation.

The session began with a review of events so far and the group was able to give detailed explanations about what had happened.

When reading independently the children were asked to gather examples of words which showed how a character might be feeling.

Planning showed that the teacher intended to discuss these words in detail to consider the impact on the reader.

The teacher had prepared the lesson carefully and provided detailed planning notes including key probing questions (what, why, how), clear links to AF's and a relevant and appropriate follow on task.

The reading file contained a good breadth of evidence to support the teacher's judgements about the children's attainment.

A range of interesting, varied and engaging follow up tasks linked to the guided reading session were included in the reading file, in addition to the school planning/tracking documents (1 sublevel document).

3B- Agreed (only folder evidence)

All students were working within a 3B

Worksheets and pieces displayed a good variety of learning

Evidence of some tracking

Comments were taken from Island descriptors and adapted to make more student friendly

4B- Agreed

Fluent reading from all students

Developed responses that highlighted some 5c

Questioning from teacher allowed for inference from students.

There was a clear consideration of prior knowledge; and opportunities to build on this

All students were aware of sentence structure

Contextually aware – thorough questioning throughout meant that students were constantly being challenged (they felt supported)

Key words were explored

Written evidence displayed clear tracking for each student

Comments written were linked to assessment and targets were thoughtful

All written tasks had clear objectives

4B- Agreed

The children were clearly enjoying reading this interesting text and were keen to share their ideas and opinions about the underlying themes of the book.

The boys in particular were very engaged, which was good to see.

The children were all able to make reference to the text when explaining their ideas.

There was a great deal of conversation around this focus area during the session.

The teacher challenged the group to extend their understanding and explore sophisticated ideas around how the language changed at different points in the story.

The teacher provided planning notes which included key questions (what, how), with clear links to AF's and an extension task for the more confident children in the group.

The reading file showed evidence of the children's attainment in the form of a tracking grid of the IOM Reading AF's, which had been annotated by dates achieved for each child. No further evidence was available in the file at the time of this moderation.

General Comments

- √ *All levels were accurate.*
- √ *School carries out regular internal moderation.*
- √ *School has a great attitude towards improving reading and this is evident with the various reading challenges that students take part in*
- √ *Reading evidence came from a range of genres with cross-curricular links.*
- √ *In most cases there was evidence of detailed planning and monitoring of targets*
- √ *Most teachers planned their lessons with appropriate aims for the students*
- √ *Evidence that the children have relevant targets related to the assessment*

Recommendations

*There was lack of consistence in terms of approach to guided reading
Some teachers could be more mindful of how they can link guided reading to assessment
Some folders demonstrated a lack of planning – there was a mixture of handwriting amongst the 3B.*

Thank you for your support in arranging this visit. We found your school to be highly positive and welcoming. We hope you found it useful.

Moderator: [redacted](#)