

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: St Johns

Key Stage: One and Two

Levels Moderated: 1a (from Y1 and Y2) 3c (from Y3 and Y4) 4a (from Y5 and Y6)

Date: 19th April 2016

Focus of visit:

redacted observed 7 guided reading sessions from FS and 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 head teacher.

Group 1 - Reception

This group was assessed by the school as not yet level 1, working on red colour band books and statements. Moderator agreed with the level. See additional notes

Group 1 - Year 1

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

Group 2- Year 2

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

Group 3 - Year 3

This group was assessed by the school as achieving level 3b. Moderator agreed the level. See additional notes

Group 4 - Year 4

This group was assessed by the school as working within level 3b. Moderator agreed the level. See additional notes

Group 5 - Year 5

This group was assessed by the school as working at 4b. Moderator agreed the level. See additional notes.

Group 6 - Year 6

This group was assessed by the school as working at 4b. Moderator agreed the level. See additional notes.

General Commentary

- ✓All levels were accurate
- ✓Discussion with staff showed they were aware of the AFS and most staff knew the children's strengths and weaknesses, being able to say which AFS they still needed to work on.
- ✓The sessions were linked to the AFs.
- ✓All sessions used the same planning document and staff all used it in the same way.
- ✓School is using Bench Mark/running records.
- ✓The school has had a focus on developing a consistent approach to guided reading and the coordinators have a clear understanding of where the school is up to and what needs to be developed next.
- ✓A range of teaching strategies was seen during the sessions - use of whiteboards, talk partners, stickies, story mountains, phonic cards/flipovers, although this could be developed further.

Recommendations

★Whilst sessions were not just opportunities to hear children read but also included activities to develop the selected AF, the range and variety of activities could be extended (e.g. hot-seating, drama, freeze framing, AFL self and peer assessment strategies, word games). Mixing up the activities will ensure sessions have pace and

| <p>AF1 Letters and Sounds Working at Phase 2</p> <p>√</p> | <p>AF1 Book Bands Red</p> <p>√</p> | <p>AF1 Fluency I know print is red from left to right</p> <p>√</p> | <p>AF1 Word identification I can read regular CVC words. √ I use phonics to help me read new words e.g. hiss. Some help still needed. I can recognise some familiar words e.g. no, to, the, me, my Working on this but not confident.</p> | <p>AF1 Punctuation Shows an emerging knowledge of simple punctuation, but does not always respond correctly. Not confident at this yet - still need alot of support.</p> | <p>AF1 Whole text strategies I can find the blurb, the title page, the author, the illustrator on the front cover. √ - partially as found front and back cover, blurb and author.</p> |
|---|--|--|---|--|--|
| <p>AF1 The group all knew which way the book was held and where the writing started on each page. However, the teacher did need to support them in knowing which page to read first (lefthand page not righthand page) and they needed focussing on the words rather than just the pictures. redacted were particularly keen to start on the wrong page! There was evidence of the children recognising phase 2 sounds (e.g. b, u, g, i) and blending them. They were all able to blend vc and cvc words, although some members of the group still needed some support and there was still some confusion e.g. redacted confused b and p and also sometimes read words right to left. Discussion with the teacher confirmed the group are working at phase 2 - they are starting on phase 3 but still need some phase 2 sounds reinforcing. There was a slight over reliance on phonics and sounding out unknown words rather than recognising simple words. redacted was the strongest at instantly recognising words e.g. Bob, is. redacted reported that members of the group could recognise phase 2 words quickly on flashcards so there is a need to establish strategies that will help them apply the words in texts e.g. having 3 or four words as a focus at the start of a session and expecting them to be read instantly. During the session there was a focus on recognising full stops and commas but they didn't yet know what they were or how to respond.</p> | | | | | <p>AF 2 & 3 Can predict some words when an adult is reading to me. Not seen Can talk about what happens in the beginning, middle and end. √ - working on Can retell a story in the correct sequence using pictures to help me. Not seen in relation to whole story but some limited evidence of using the pictures to help understand the text. I know where to find information about something I am learning about. Not seen</p> |
| <p>AF2/3 There wasn't a focus on retelling at any great length or on establishing what happened at the beginning middle or end. However, they are working on this and there was discussion about what was happening on each page and what additional information the pictures gave. They sometimes found it hard to focus on what was actually happening (redacted in particular went off on her own little tales) but redacted focussed them when necessary. redacted was using the pictures to help him understand the story and they could all demonstrate a simple understanding of what had happened on each page.</p> | | | | | <p>AF 4</p> |
| <p>redacted was the strongest in the group and redacted was aware of this.</p> <p>Based on today's session and discussion with the teacher, the moderator agrees that there is enough evidence to say the group is working at the correct level. Some of the statements linked to red colour band have been achieved but others need consolidation. Thank you for welcoming me into your session today.</p> | | | | | <p>AF 5</p> |
| | | | | | <p>AF 6</p> |
| | | | | | <p>AF 7</p> |

Reading Assessment Descriptors –Level 2c

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| <p>AF1 Letters and Sounds Secure at Phase 5 ✓</p> | <p>AF1 Book Bands Purple ✓</p> | <p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning ✓</p> | <p>AF1 Word identification Continues to rely mainly upon phonic strategies. Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word ✓</p> | <p>AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks ✓</p> | <p>AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions ✓</p> |
| <p>Mrs Ayres</p> <p>Text Frog is Frog</p> <p>Based on the evidence provided I can agree the assessment level.</p> <p>All of the children were able to decode at this level. They all read confidently and fluently demonstrating good general strategies including clear blending and segmenting. Some of the group were confidently developing the skill of reading on and working out the tricky words, however they mainly relied on decoding and the use of pictures.</p> <p>It was also evident that the children were beginning to use punctuation to confirm meaning when reading out loud. They were all able to complete the speech bubble activity; some needed a small amount of support. When discussing the whole text the children found evidence in both the pictures and the text.</p> <p>They were able to find evidence in the text when answering simple questions. For example they were able to refer to the text when answering the question 'What does Frog think of himself?' The children's answers clearly demonstrated a good understanding of the text. The children were all able to make simple predictions using a combination of looking at the pictures and referencing what had happened on the previous page. They demonstrated a clear understanding of events throughout the session. On occasion the odd answer was irrelevant. All of the children could confidently discuss the characters and what they were like; they were also able to discuss how the characters may have been feeling.</p> | | | | | <p>AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel. ✓</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF 7</p> |

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|---|--|--|---|--|---|
| <p>AF1 Letters and Sounds Secure at Phase 5 ✓</p> | <p>AF1 Book Bands Purple ✓</p> | <p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning ✓</p> | <p>AF1 Word identification Continues to rely mainly upon phonic strategies. Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word ✓</p> | <p>AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks ✓</p> | <p>AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions ✓</p> |
| <p>redacted</p> <p>Owl Babies</p> <p>Based on the evidence provided I can agree the assessment level.</p> <p>All the children were fluent at this level and maintained this throughout the text. Although they were all mainly reliant on decoding strategies some were beginning to use a wider range of strategies. They were confident when blending and segmenting. All the children were able to answer simple questions about the text, with support they were able to make direct reference to the text and find the evidence in it. When the children were using voices for the characters when reading aloud they were considering the punctuation and using it to help them. For example one child identified 'soon' was in italics and explained that is why they used a different voice.</p> <p>The children were all able to make simple predictions from the front cover and the blurb. When using voices most of the group demonstrated a good understanding of the features of the characters and attempted to give them the correct voices. There was some recapping of the story during the session and children were able to discuss the text in depth and make sound predictions.</p> | | | | | <p>AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel. ✓</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF 7</p> |

Reading Assessment Descriptors –Level 3b

| AF1 Fluency Reads a range of texts fluently and accurately. ✓ - fluent and accurate in today's text. | AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word. ✓ | 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. Some - there was a little confusion over "vigorously" but they didn't independently ask for clarification | AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension. ✓ |
|--|---|--|--|
| <p>AF1 When reading to me, and during the brief sections they read out to the group, there was evidence of fluency and reading was generally accurate. They worked out unknown words quickly e.g. manhandle and there was evidence of self correction, slowing down/ subvocalising and using context to support word identification. When reading aloud they were taking account of punctuation and reading with intonation and expression that showed understanding.</p> <p>AF2/3 During the recap all the group were able to retell and interpret what had happened so far and gave appropriate detail. They included information about the plot e.g. "The lion is killing animals like goats and sheep. They want to stop him as they need the animals, maybe for meat." They were also giving reasons for their ideas e.g. "We know it is in Africa because it talks about Safaris." The group was given a focus to think about as they read quietly to themselves and they then discussed their ideas in pairs. During the paired work they gave interpretations of the phrase "It is just as well you don't know." red understood that that the thing they didn't know was what the lion might do to the goat but thought the person who didn't know might be the boy's father. red was able to explain that it was the goat that didn't know and it was good he didn't because the possibility was that he might be hurt or killed. The group were then asked to explain what the plan was for trapping the lion. They were able to return to the text and find specific words to explain this e.g. red was able to say "They will tangle him up in the twine so it gets twisted and then shut the door of the trap." redac was also able to read beyond the literal to explain how or why something happens as she could explain that they were using the lion as bait. This is achievement of moving into 3a. Most of the group were also able to find words to explain how Akimbo felt and to work out why e.g. red said, "He is scared for the goat and for himself," and red noted that "His father sang to him so he wouldn't feel scared any more." reda was able to infer that the lion was about to come because the goat started bleating.</p> <p>AF 4 The session finished with the group doing a story mountain together. They needed guidance with this but doing a shared story mountain is a good scaffold. Based on today this AF still needs a little more work at this level.</p> <p>AF 5 There was some limited evidence if this as whilst identifying how Akimbo felt they were able to find words that had been chosen to help create the calm effect.</p> <p>AF6 The group were able to identify that the author was trying to create a calm section of the story and reda said this was because "the author is going to make it exciting next." One of the group said the author was "getting us ready for the excitement." They needed a bit of support with this at first but definitely got it by the end of the session.</p> <p>Based on today's session and discussion with the teacher, the moderator agrees that this group have achieved a 3b. A little more work is needed on AF4 but they are ready to start working of level 3a statements.</p> | | <p>AF 2 & 3 Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation in fiction ✓ or main ideas and supporting details in non-fiction. Can find reasons in text to explain how or why something happens. ✓</p> | |
| | | <p>AF 4 (N) Can discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, storyboard. Beginning - still needed support with this (NN) Can locate information efficiently by using organisation features e.g. index, glossary, headings, fact boxes etc</p> | |
| | | <p>AF 5 Identifies from within a text examples of words or literary features (e.g. alliteration, sentence structure variation) chosen by the author to create a specific effect ✓</p> | |
| | | <p>AF6 In responding to text, is beginning to display an understanding of the author's intentions or point of view ✓</p> | |
| | | <p>AF 7 Has an awareness of genre and literary traditions Not seen to day</p> | |

Reading Assessment Descriptors –Level 3b

| <p>AF1 Fluency Reads a range of texts fluently and accurately. ✓ -fluent and accurate in today's text.</p> | <p>AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word ✓</p> | <p>AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension. ✓</p> | <p>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 ✓</p> |
|--|---|---|---|
| <p>AF1 There was evidence of fluent reading and members of the group were generally accurate as they read, just needing some help with pronunciation e.g. chorus, toucan. Unknown words were worked out quickly and without help e.g. redacted worked out "territory" by slowing down slightly. There was also evidence of subvocalising redacted. They also asked if they were unsure of the meaning of words e.g toucan.</p> <p>AF 2 & 3 They were all able to work out the main ideas and supporting details in the text. When asked what a section or page had told them they were able to say things like "They are red and black" "The forest gives us oxygen." redacted summarised the information about monkeys very well. Some of the group needed quite structured questions to do this and need to work on giving this information more independently.</p> <p>AF 4 Despite the early confusion over fiction and non-fiction they were all secure at knowing some of the features of non-fiction e.g. contents, index, glossary, fact boxes. However, they weren't really using them to find information today as that wasn't the focus of the session. I'm sure they could but it wasn't seen today.</p> <p>AF 5 This was the main focus today and it was an appropriate teaching point. They needed quite a lot of guidance but did, with structured questioning, identify the more descriptive sections and find both descriptive words (strong, brightly coloured, soft) and similes. When trying to work out the effect the author wanted to achieve they eventually got that the aim was to help you picture it and experience it by linking the plants and animals to things we are familiar with but it needed quite a bit of prompting.</p> <p>AF6 There was limited evidence of this linked into AF5. The comments above relate to this aswell. They are working on this AF5 but are not yet secure.</p> <p>Based on today's session and discussion with the teacher, the moderator agrees that this group is working within a 3b but have not yet achieved it as they are not secure at enough of the statements. AF1 is a strength and they are achieving 3b in this AF but the other AFs still need further consolidation.</p> | | | <p>AF 2 & 3 Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation is fiction or main ideas ✓ and supporting details in non-fiction. ✓ -beginning, some stronger than others. Can find reasons in text to explain how or why something happens.</p> <p>AF 4 (N) Can discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, storyboard. (NN) Can locate information efficiently by using organisation features e.g. index, glossary, headings, fact boxes etc ? Could identify but not seen using them</p> <p>AF 5 Identifies from within a text examples of words or literary features (e.g. alliteration, sentence structure variation) chosen by the author to create a specific effect ✓ - with support so not yet achieved</p> <p>AF6 In responding to text, is beginning to display an understanding of the author's intentions or point of view ✓ - with support so not yet achieved</p> <p>AF 7 Has an awareness of genre and literary traditions</p> |

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| <p>AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text ✓</p> | <p>AF 4 (N) Can identify and discuss pivotal moments in a text. ✓ (NN) Can effectively 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 n/a</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> |
|--|--|---|---|--|

redacted

Based on the evidence provided I can agree the assessment level.

AF 2 & 3

The children were able to make reference to the text with some initial prompting from the teacher. The group as a whole was able to refer to the text to support predictions and opinions. They also demonstrated their ability to skim and scan a text for evidence.

AF6

The children were able to identify the key theme of family and the discussion around this was detailed. With teacher prompting they were all able to make direct reference to the text to evidence their opinion. The children identified the role of 'Caleb' in the story; collectively they decided he was the most important character as the author uses him to answer questions that the reader might have about the circumstances of the family. The children confidently discussed the emotions that they authors was attempting to evoke from the reader. Making suggestions such as

Sad – Mum has died: Happy because Sarah is in the family: Happy, sad, Happy- a roller coaster of emotions; excited/ happy as they might get a new mum and nervous as Sarah may not have been that nice.

The children collectively agreed that the author wanted the reader to think that Sarah was kind. They were all able to evidence this with quotes from the text.

AF 7

The children were able to make direct comparisons with other historical texts from the time period making comments about characters and setting. The initial discussion around the text and the main settings enabled the children to demonstrate a clear understanding of the context of the book and the begin to think about the authors intention.

(N) Narrative
(NN) Non-narrative

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|--|--|---|--|--|
| <p>AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p> <p>√</p> | <p>AF 4 (N) Can identify and discuss pivotal moments in a text. (NN) Can effectively 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>√</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 its social, cultural and historical context.</p> <p>√</p> |
|--|--|---|--|--|

redacted

Based on the evidence provided I can agree the assessment level.

All the children in the group read fluently and demonstrated a developing range of strategies.

AF 2 & 3

Throughout the session there were several examples of the children making reference to the text to support opinion, the teacher supported this at times but they were able to do it. They also demonstrated good skimming and scanning skills when looking for ‘interesting words’ in the text.

AF 5

The main focus for the session was AF5. The initial discussion enabled the children to demonstrate a good understanding of how the author used specific words such as ‘clutch’ and ‘cradling’. The children discussed in detail and clearly had a good understanding of the author’s intention. The task that was set initially challenged the children. When they were looking for their own words in the text they began by selecting quite simple words that were not specifically interesting or tricky, but once provided with some guidance from the teacher they were able to identify more challenging words. They were all able to complete the sentence ‘ The author uses the word.....to show’ although there was a difference in the level at which they all carried out this task.

(N) Narrative
(NN) Non-narrative