Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Visit

School: St Mary's

Key Stage: One and Two

Levels Moderated: 3c and 5c

Date: 11th June 2019

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 Literacy co-ordinator.

Group 1 - Year 3/4
This group was assessed by the teacher as 2a, working on 3c. Moderator agreed with the teacher. See additional notes.

Group 2 - Year 4
This group was assessed by the teacher as level 3c. Moderator assessed this group as achieving 2a. See additional notes.

Group 3 - Year 1/2
This group was assessed by the teacher as level 3c . Moderator assessed this group as achieving 2a. See additional notes.

Group 4 - Year 5
This group was assessed by the teacher as 5c. Moderator agreed with the teacher. See additional notes.

Discussion and reading with Year 1 child. The teacher had assessed this child as 3c. Moderators saw enough evidence to assess him as a 2a.

General Commentary
✓The school is working on improving reading (it is on the SIP this year and will continue to be on next year) and SLT shared training carried out since the moderators' visit earlier this year.
✓Some levels were accurate, some were a sub level out.
✓Recommendations from the pre-moderation visit in the Autumn term have been actioned:

- **School has established school-wide systems for planning and assessing reading.**
- **Letters and sounds phases and book band levels are clearly linked on the school documents.**
- **Planning sheets link to the level being worked on.**

✓Follow up tasks are now becoming established practice.
✓Planning and follow up tasks are being linked to the reading descriptors.
✓The use of Bench Mark/running records is becoming established to support judgements.
✓All staff had a focus for the session (in the best sessions this was shared the children) and some staff provided clear planning with links to questions and activities to be used during the session.

Recommendations
Continue to build staff confidence using the level descriptors and the school documentation e.g. staff meeting time to share practice and how the children are performing. Arrange for staff to visit teachers who demonstrate good practice.
Assessments to be dated to show evidence of progress over time.
Share the focus of the session with the children to help them understand the expectation and the language linked to reading comprehension.
Focus on one or two AF statements in each session and ensure the session activity allows that objective to be met.
Continue to work on and embed the use of a wider range of teaching strategies within Guided Reading sessions. These need to match the objective and also allow the children to really get to grips with the text e.g. drama to act out how characters feel, highlighters on a photocopied extract to find words or phrases to back up a point of view, white boards to draw a mind map about a setting, paired talk or hot seating. Use active learning techniques to increase interest.

Reading Assessment Descriptors Level 3c
Year 3/4

<table>
<tr>
<td>AF1 Fluency
Reads accurately √
and fluently pausing only to decode unfamiliar words without teacher intervention.
(They were accurate. They were fluent at times but needed teacher help to decode)</td>
<td>AF1 Word dentification
Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. √

(Yes but still some help needed)</td>
<td>AF1 Punctuation
Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.

(one of the boys was doing this. The girls tended to ignore the punctuation unless you pulled them up for it)</td>
<td>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.</td>
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<tr>
<td colspan="3">Your planning was clear with well chosen questions and a clear focus. I liked the use of the picture as a starter to to both get them focussed and tune them in to ooking for clues when they were reading.

AF1 - There was evidence today of the children achieving aspects of 3c, although they weren't secure and you were having to guide and support them. They were generally accurate when reading but there was limited evidence of fluency and you needed to support them to work out a number of words. Generally by 3c children need very little help decoding words. Their word identification is becoming efficient but was once again in need of teacher guidance and punctuation to enhance meaning needs to be focussed on to help them with their intonation and understanding. Some group reading may help here e.g. lets all read this page together. There was some evidence of whole text strategies as several of the group were observed self correcting, rereading and slowing down to help read accurately.

AF3
You were focussing on this AF and getting the children use clues in the text. You were very good at getting them to look at the text for evidence through use of planned questions. With support they were able to infer feelings from the use of the word "gulp" and they were able to make mid-text predictions based on what they had already read.

AF5
The group were able to identify a simile but needed guidance.

Discussion with teacher
You had completed benchmarks for this group. They indicated most of the group were decoding at a 2a but the benchmarks generally showed their understanding still needed work. You were aware of the need to work on comprehension and explained you were pushing this group to get on to 3c. I would agree that generally they are achieving a 2a and are now starting to work on 3c. One of the girls had a benchmark that indicated achievement at 2c - this wasn't an up to date assessment so she needs one doing ASAP as I wouldn't be happy saying she was a 2a based on the evidence seen.

Based on the evidence seen, the moderator agrees that most of this group are 2a, and are now starting to work on 3c with one child probably achieving at a ower level.

Thank you for welcoming me into your classroom.</td>
<td>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 seen but still needs work).

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 eg heading, index, fact boxes etc.

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 (with help)

AF 6
Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.

AF 7.
Is beginning to show an awareness of genre and literary traditions</td>
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</table>

Reading Assessment Descriptors Level 3c
Year 4

AF1 **Fluency**	AF1 **Word dentification**	AF1 **Punctuation**	AF1 **Whole text strategies**
Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. √ *(Mostly)*	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation.	Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.	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.

There was limited evidence in this session of the children achieving 3c. This was exacerbated by the fact that the book was quite difficult for them and, on checking at the end of the session, turned out to be a 3b book.

AF1
There was some evidence of fluency but also evidence of mispronunciation. Punctuation was generally not used to improve intonation and they weren't confident using or identifying exclamation marks.

AF2
They all made a list of words they weren't sure about. Meanings were discussed near the end of the session but weren't related back to the book so I'm not sure it helped them understand the main events.

AF3
You were focussing on prediction and there were some good predictions related to the text but they needed probing further to get them to give reasons.
Your follow up was linked to discussing the characteristics of the main character - it would have been good to see discussion of this during the session as it would have scaffolded the follow up and provided evidence of AF3. Try to link the sessions and the follow ups.

Discussion with teacher
When discussing the session with the teacher, he said the group wasn't yet secure 3c. I would agree with this and they are not ready to be reading 3b texts. Stick to reading lime books with them. No benchmarks had been completed. This is a shame as they would have provided good evidence to support the level. These need completing as soon as possible as the group were very quiet and there was limited evidence of achievement in the group session or in previous planning.

There was evidence of 2a today but not 3c. Benchmarks need completing before an end of year level can be confirmed for this group.

Thank you for allowing me to visit your lesson.

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.

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 eg heading, index, fact boxes etc.

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

AF 6
Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.

AF 7.
Is beginning to show an awareness of genre and literary traditions

Year 1/2 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. ✓			

Text – 'Jenny's Giants'
L.O. To make predictions using the text

AF1
The children read the text fluently, identifying punctuation in the text to assist their reading - 'She paused when reading it but there is no comma' 'I think the pause comes after that'. There was limited expression when reading aloud but the moderator saw some evidence of re-reading for understanding.

AF2
During the session the children were given a range of opportunities to re-tell the story so far and predict what was coming next. They were able to do this - 'I think the policeman might come and say stop in the name of the law', 'I think it went through the school window and hit the teacher'. However, the moderator felt there was an over reliance on the illustrations to aid discussions and predictions. If the children were able to find examples in the text, they may have secured the 3c objective.
They were able to describe the character as tall, loud and a bully.

AF6
When asked their opinions, the children were beginning to share their thoughts and opinions, but this was often prompted by the teacher. At times they talked about experiences they had had that were similar to those in the text, but were reluctant to talk in much depth about these.

The teacher had planned activities for the rest of the class to focus on during the guided reading session. One group enjoyed the role play activity; however, the story mountain activity was based on a film rather than a text. Sharing the text with the children would have helped develop their reading skills.

The moderator was not able to agree a 3c level for this group. The moderator felt they were working at 2a, with one boy achieving some elements of 3c.

Thank-you for welcoming me into your lesson today.

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. ✓

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.

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

AF 6
Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.

AF 7.
Is beginning to show an awareness of genre and literary traditions.

Year 5 **Level 5c**	AF 4 (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. ✓ (NN) Is beginning to assess the impact of presentational features when making critical conditions.	AF 5 Is beginning to distinguish and explain subtle differences with a writer's use of language and its effect on a reader (e.g. shades of meaning, onomatopoeia etc) **Evidence in follow-up book**	AF6 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. ✓	AF 7 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.
AF 2 & 3 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. ✓				

Text: The Wind Singer by William Nicholson

Lesson Objective: AF2/3 To make inferences about character and plot
AF5 To Identify words and phrases the author has used to create a feeling

AF2/3
Through the use of the hot-seating activity, which was led by the children, it soon became very apparent that the children had great understanding of the underlying themes in the text. This was shown in the questions they asked, and the response given. 'Why do you run the city the way you do?', 'How long have you been locked up and why do you like chocolate buttons so much?', 'Do you think it's your family's fault or the fault of the examiner?'. Responses included 'It's because I'm mad', 'Maybe he can't leave because of the bowls' and 'I think he feels trapped'. Thinking time was provided to give the group time to gather their thoughts and opinions, which really added to the discussion.

AF4
The children were confident in making comparisons and judgements about how the ideas with the text linked. They were also able to talk about how this was similar in structure to previous texts they have read. 'He can only tell part of the story, so it's left to her and us to work put the rest on or own'. 'It's like the Firework Makers daughter' because they are both based around a journey', 'They have both got a character who is the chosen one'. 'The story moves on because he tells her/us things and then explains it, but you want to find out more'.

AF6
When asked their opinions on the text, the children confidently shared their thoughts and readily identified extracts in the text to back these up. 'This is my favourite sentence because it is not what the reader would expect – a powerful sentence and the he just goes to sleep'.

Evidence in follow up books showed a range of comprehension tasks and some examples of AF5 – awareness of the effect of words/language on the reader.

The moderator agreed with the teacher's judgement that this group was working at 5c.
Thank-you for the warm welcome into your setting today, it was a pleasure to see children enthused about reading.