

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: Sulby

Key Stage: One and Two

Levels Moderated: 1b (from Y1) 3c (from Y2) 4a (from Y3) 4c (from Year 4) 3a (from Year 5) 5c (from Year 6)

Date: 8th November 2016

Focus of visit:

redacted observed 6 guided reading sessions from each 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 - Year 1

This group was assessed by the school as working at level 1b . Moderator agreed with the teacher. See additional notes.

Group 2- Year 2

This group was assessed by the school as working at level 1a . Moderator agreed with the teacher. See additional notes.

Group 3 - Year 3

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

Group 4 - Year 4

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

Group 5 - Year 5

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

Group 6 - Year 6

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

General Commentary

- ✓All levels were accurate
- ✓All staff knew the children's strengths and weaknesses, and were able to identify next steps.
- ✓Assessments were all up to date and Island Level Descriptors are being used throughout the school.
- ✓Reading Expectations are very high thought the school.
- ✓Reading Journals provide great evidence of Reading progression across the school.
- ✓Whole Class texts are used effectively alongside Guided Reading sessions to ensure greater text coverage.
- ✓Class Libraries are very well stocked and there is a good Reading ethos in the school.

Recommendations

- ★Ensure all teachers share Guided Reading session objectives/Skills with the children at the start of the session
- ★Develop Opportunities for guided sessions to include a wider variety of activities (e.g. hot-seating, drama, paired work, use of white boards/post its for children to record ideas) and encourage children to show their responses to texts in a fun and active way.
- ★Consider using Running Records as aids for diagnostic assessment in KS1

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Year 1

Level 1b

<p>AF1 Letters and Sounds Secure in working at Phases 3 and 4 ✓</p>	<p>AF1 Book Bands Green and Orange</p>	<p>AF1 Fluency Reads short sentences. ✓ Is confident enough to tackle longer sentences. May still read in a monotone voice</p>	<p>AF1 Word identification Reads a range of familiar words and simple sentences independently. Uses knowledge of grapheme/ phoneme correspondence to read words ✓</p>	<p>AF1 Punctuation Independently takes more note of punctuation.</p>	<p>AF1 Whole text strategies Recognises importance of print. Priorities the print but may use pictures as a confirmer ✓</p>
<p>Josie and the Play Bookband Rigby Star Blue (1C)</p> <p>Letters and Sounds - Phase 3 sounds</p> <p>AF1 All the children participated well in this session and were able to use picture cues and some word attack strategies (initial sound cues) to read words when encouraged. The children knew that print carries meaning, and is read from left to right and from top to bottom. Although some children needed to be prompted to use phonic cues to sound out and blend unfamiliar words, redacted was able to do so confidently. When encouraged, the children showed a sound understanding of speech marks, and were able to change their voices in response to them. All children are working within Phase 3 Letters and Sounds . (AF1 1c)</p> <p>Pupils showed good literal understanding during discussions about the text, and were able to respond to some events. (AF2 1b)</p> <p>Planning has Assessment Focus links and shows opportunities to develop high frequency word understanding. Record keeping shows clear progression through Letters and Sounds phases. Guided reading objectives are reinforced through homework activities. Moderator agreed that these pupils are working within level 1b. It is important that these pupils now tackle Bookband 'Green' in order to further develop AF1 skills.</p>					<p>AF 2 & 3 Supported by the teacher's questions, can respond to the book by identifying some significant events. ✓ Show simple understanding when questions/prompts are used e.g. sequencing cards</p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

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Year 2
Level 1a

<p>AF1 Letters and Sounds Working at Phase 5</p> <p>✓</p>	<p>AF1 Book Bands Turquoise</p> <p>✓</p>	<p>AF1 Fluency Reads short sentences with fluency. ✓Beginning to read longer sentences with fluency. May include expression ✓</p>	<p>AF1 Word identification Reads a range of familiar words and longer sentences independently. Relies mainly on phonic strategies ✓</p>	<p>AF1 Punctuation Shows an emerging knowledge of simple punctuation, ✓ but does not always respond correctly</p>	<p>AF1 Whole text strategies Uses illustrations/text features to confirm and enhance meaning and to make predictions ✓</p>
<p>Text - Is the Wise Owl Wise Rigby Star Bookband – Turquoise</p> <p>AF1 Most children read accurately, and most could read short sentences quite fluently. Some children read quite expressively, and all were encouraged to re read with expression “Do it, do it do”(level 2c). The teacher read pages allowed which demonstrated to the children what a good reader does. The children were aware that they needed to change their voice when they saw a question mark. Evidence from records show that these children are working within phase 5 L&S, and evidence from the lesson showed that they are achieving some Support for Spelling objectives – (suffix ed). There was evidence to show that the majority of the children in the group had achieved level 1a in AF1, and were working within level 2c.</p> <p>All the children engaged well with the text, and participated well in the discussions. They were able to select relevant information from the text, both to answer questions, and to retell the story. There was evidence to show that the majority of the children in the group had achieved level 1a in AF2, and were working within level 2c.</p> <p>The session was well planned with AF objectives and NC levels identified. Clear links to L&S phase 5 and Support for Spelling were evident during the session. The teacher showed a very good understanding of all of the children both strengths and weaknesses. Reading Journals showed that homework linked to guided reading is set weekly. Evidence from the discussion showed that guided reading links to either the writing genre, or the class topic. The moderator agrees that these children have achieved level 1a, and are already working within level 2c.</p>					<p>AF 2 & 3 Is beginning to retell a simple story when supported by the teacher. ✓</p> <p>Engages well with the text e.g. responds to humour. ✓</p> <p>Can make simple predictions when supported by the teacher</p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

<p>AF1 Letters and Sounds Confident at Phase 6 AF1 Book Bands White</p> <p>✓</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.</p> <p>✓</p>	<p>AF1 Word identification Uses a combination of phonic and contextual clues appropriately.</p> <p>✓</p>	<p>AF1 Punctuation Usually uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension</p> <p>✓</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 Tarquin the Wonder Horse</p> <p>All children were quite secure in AF1. All children read quite fluently and accurately. Although the children are beginning to select and use appropriate strategies to tackle unfamiliar words, they still rely on the teacher for guidance and prompts. There was evidence to show that the children are working within level 3c in AF1.</p> <p>The children were able to recap previous reading, and answer literal questions well. There was evidence to show that these pupils are working within level 3c in AF2. All the pupils were beginning to demonstrate an awareness of inference. All were able to offer thoughtful answers to explain their understanding of the text, and all were given the opportunity to predict what might happen next – and what they would do if they were in the same situation. There was evidence to show that these pupils are working within level 3c in AF3.</p> <p>The pupils discussed some language used in the text, and the effect that the language had on the reader. There was evidence to show that these pupils are working within level 3c in AF5.</p> <p>The session was well planned and prepared for, and the teacher demonstrated that she knew the children well, both strengths and weaknesses. Records showed clear Assessment Focus and Support for Spelling links. Reading objectives are further reinforced through regular homework activities. The moderator agreed that these pupils have achieved level 2a, and are working within level 3c. I would recommend that these pupils now read level 3c books in order to develop AF1 objectives, whilst completing outstanding level 2a objectives for AFs 4, 6 & 7.</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 Engages well with the text e.g. responds to humour. ✓ know..?' questions.</p> <p>AF 4. 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>

<p>AF 2 & 3 When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction √</p>	<p>AF 4 (N) Is beginning to identify and discuss significant or pivotal moments in a text. (NN) Is beginning to identify key facts/information and summarise to display understanding √</p>	<p>AF 5 Is beginning to explain how the way in which words are used creates a specific effect on the reading √</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text. √</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. Can place a text within it's social, cultural and historical context √</p>
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Non-Narrative text - How to Upset a Victorian

AF 2&3

During the session, there was some evidence of inference from the children. They were able to discuss how the characters would be feeling and the children were able to back this up with evidence from the passages being read.

AF4:

The students were able to identify the features of a non-narrative text and used them confidently to locate further information. (Glossary/Index, blurb pre-read) With some teacher prompts and modelling they were able to summarise key themes within the information they were reading and feed this back to other students in the group. Teacher prompts also aided with this - "What clues in the text...? How could we find out..?"

AF5:

Most of the students were able to explain why certain features has been used in the text to show the different era's (Victorian/Modern day). They used evidence, and text examples to show their understanding, however, some teacher led questioning was needed with some of the children.

All students were asked to read aloud.

AF6

Opinions on the text were shared well by all children. Most were able to explain and back up their ideas by relating it to examples from the text.

AF7

All of the group were able to talk confidently about the Victorian period and could find some evidence in the text to back up their ideas of the books Historical context. They then compared Victorian life to Modern day, and the students appeared to grow in confidence in this area, as the session progressed.

<p>AF1 Fluency Reads a range of texts fluently and accurately. √</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.</p>
<p>Narrative Text - Danny the Champion of the World</p> <p>AF1 Each student read a short section of the text. They used a range of techniques to de-code any unfamiliar words and were able to use punctuation to enhance their reading style. The reading was fluent and generally accurate.</p> <p>AF2 and 3 All students enjoyed creating a story mountain and were able to use this to discuss information related to plot, characters and main ideas. Teacher prompts, developed their understanding of this further and discussions were often linked closely to previous texts read. The children were able to explain what inference was "Work out what has happened, even though we haven't been told it by the writer". -</p> <p>AF4 The main focus of the session was to identify pivotal moments within the text. After some discussion the students were all able to plot key, pivotal moments and explain why they were important by finding examples in the text. These were plotted on the story Mountain and used as discussion points. Some children needed reassurance from the teacher and their peers as they lacked confidence, but they all achieved it with some level of independence by the end of the session.</p> <p>AF6 The group were all able to discuss their thoughts and feelings about the text so far and are beginning to evaluate critically. Further work within AF6 is needed to secure this area within Level 3a.</p>			<p>AF 2 & 3 Can retell and comment upon events or ideas from a range of texts, providing information related to plot and characterisation in fiction or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens. √</p> <p>AF 4. (N) Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. (NN) Can confidently and consistently locate information efficiently by using organisational features e.g. index, glossary, headings, fact boxes.</p> <p>AF 5. Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect</p> <p>AF 6 Is beginning to evaluate critically the effectiveness of a text. √</p>

<p>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 √</p>	<p>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.</p>	<p>AF 5 Is beginning to distinguish and explain subtle differences with a writer's use of language and it's effect on a reader (e.g. shades of meaning, onomatopoeia etc) √</p>	<p>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.</p>	<p>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. √</p>
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Narrative text - Goodnight Mister Tom

AF 2&3

One focus within the session was underlying themes in the text, which was discussed in a variety of ways throughout the reading session and all children were able to discuss this with confidence. There was evidence of information being drawn from the text, but also from other texts read(AF4).

Children were able to refer to these examples with ease and found a number of examples in the text.

The students were able to explain what inference was "We know it because of what is written" and were able to provide lots of examples of this understanding throughout the session. 'It said he doesn't behave - we thought he was a naughty boy. We inferred wrongly". Talking about Willie - "Well, He just hasn't had a nice life". There was also a lot of inference around Mister Tom's potential gift for Willie, again highlighting good understanding of inference from all the students.

The follow up task on Inference also secured the judgement that these students are working within a 5c level.

AF5:

Lots of opportunities were provided for discussion in Learning pairs about the writers use of language and the effect it had on them as a reader. Students were encouraged to explain their answers, linking to historical context where relevant. e.g. discussion about embroidery, wireless. All students were asked to read aloud and teaching prompts were used throughout this reading time. e.g. How does this link to what we already know?

AF7

The students used evidence own the text to support their conclusions about life in this Historical context. "Neville Chamberlain's speech was used to help us remember the time. It makes me feel like I am there"

AF 7.
Has a secure awareness
of genre and literary
traditions