Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Report

School: Willaston Primary School

Key Stage: One and Two

Levels Moderated: 3c (Years 2, 3, 4,5) 5c (Year 6)

Date: 8th May 2019

Focus of visit:
redacted   observed 5 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 2
This group was assessed by the school as level 3c Moderator agreed with the teacher. See additional notes.

Group 2- Year 4
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 5
This group was assessed by the school as level 3c. After discussion Moderator and teacher agreed level as 2a/3c.

Group 5 - Year 3
This group was assessed by the school as level 3c/3b. Moderator agreed with the teacher. See additional notes.

General Commentary
☐Levels were accurate.
☐School has school-wide systems in place for planning and assessing reading.
☐Planning was linked to the reading descriptors and detailed.
☐School is using Bench Mark/running records to support judgements.
☐Follow up tasks are used to extend learning and provide evidence of attainment.
☐The children were focused during the sessions and enjoyed them.
☐Staff knew their children well.
☐Teachers planning is focused on specific assessment foci, they were able to link to progression of skills.
☐P4C thinking was prominent and effective in discussions about reading and children's language.

Recommendations
★Explore with staff ways to ensure session objectives are very clearly shared with the children and evaluated at the end of the session.
★Consider ways to ensure 'active' reading if the session involves 1:1 reading at any point, for example, pupils could record unknown words on whiteboards to be discussed later.
★The LitCo and Headteacher have already identified the importance of sourcing engaging and exciting texts - are they being used in all classes?

★Continue to build wider variety of activities, such as ICT, role play, hot seating to develop reading skills.
★Further moderation of reading (suggested by school).
★Further development of whole class reading and monitor its impact (suggested by school).
★Develop the use of non-fiction texts within guided reading sessions.
★Staff to use a range of questioning within Guided Reading sessions to develop learning further.

Year 2 Level 3c **AF1 Fluency** Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✔	**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. ☐

Lesson Objective: To explain and comment on the writer's use of language features / writer's purpose or intentions. The session has a clear focus which encouraged the children to 'think deeply'. It was very well thought out and resourced, and had clearly been planned to ensure high levels of engagement and enthusiasm: The text was of excellent quality (from Bob Cox 'just imagine' list) and had been creatively set up with a pretend lock and key to ensure the children focussed only on the cover and blurb. This effectively hooked the children in further; 'It's just so tempting!' / 'It's a puzzle' / 'it's really cool, like an envelope – you want to write on it.' Their excitement was lovely to see. The teacher worked quietly and patiently with the children to draw out their ideas about how/ why the author chose certain words. AF5 The children picked out words such as 'assassinated', 'informative', 'demolished' and with support worked out what they meant. They explained that these powerful words had been chosen to 'add detail' but did not fully understand why the words were effective. Those who read sections out loud or quietly were observed to be decoding generally accurately, employing phonics skills and whole text strategies. AF1 There was a broad range of evidence in teacher's reading file to show pupils are working securely at level 3c and will be beginning to look at 3b targets in some areas. Scrutiny of reading journals showed understanding of AF3, discussion of characters and their qualities. Retelling skills are confirmed through teacher assessment and judgement. Book reviews and recommendations are regularly completed to support AF6 where children are expected to express their likes and dislikes about books. This group were comfortable in this skill area. The reading file showed a range of evidence which backed up her judgements including; follow up tasks, Benchmarks and the whole school AFL planning and tracking document. The moderator agreed with the teacher's judgement that this group was working at a secure 3c. Thank-you for welcoming me into your interesting and purposeful lesson today. It was a pleasure to see children enjoying reading and developing a real love of books.	**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 **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 **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. Evidence in book review task **AF 7.** Is beginning to show an awareness of genre and literary traditions Evidence in file

(N) Narrative
(NN) Non-narrative

Year 3 Level 3c	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✔	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. ✔

Text: This Morning I met a Whale by Michael Morpurgo
Lesson Objective: AF5 To Identify examples of words or literary features from within a text.

AF1 All children read accurately and fluently when asked. They decoded unfamiliar words with confidence and helped each other out when necessary. The text was appropriate to their reading level, with some complex discussion points raised very effectively through questioning and links to P4C. e.g. "Trust is important in this story. I think the whale is trusting – he trusts the boy to deliver his message."

AF 4 The children were able to discuss the illustrations as and spent some time discussing these effectively. "The sun is only just coming up – I found that in the text, but the pictures help me imagine this too" They also linked the pictures to vocabulary found in the text which further developed their depth of understanding "Then I spotted something slicing slowly". Alliteration and use of short sentences for effect were also identified with confidence by most of the group.

AF5
The main focus of the session was AF5. The children were all able to identify words/phrases which created a specific effect and are beginning to develop their understanding of how/why they are effective. The teacher agreed with the moderator that this would be a great next step for the group, to help secure this level. Examples of this were "Holding your breath – this tells me that the river must be still like something is going to happen", "He felt like the bird was talking to him" (unable to explain further) and "I like the powerful words but I can't quite explain it".

Opportunities were given for the children to link what they had read to their own personal experiences and this helped bring the discussions along well. 'And a warm shiver of fear crept up my back" one girl spoke about this having happened to her and how it made her feel. She then thought about why the writer had used this vocabulary, but was not yet able to explain the effect on the reader.

The moderator agreed with the teacher's judgement that this group was working at a secure 3c, with some readers achieving elements of 3b.
Thank-you for the warm welcome into your setting 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

(N) Narrative
(NN) Non-narrative

Year 4 Level 3c	AF1 Word identification	AF1 Punctuation Uses knowledge of common	AF1 Whole text strategies Is becoming efficient in using a

AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✔	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✔	punctuation marks to enhance phrasing, intonation and comprehension. ☐	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. ✔

Lesson Objective: AF7 To show awareness of genre and literary traditions. The session began with a quick catch up of last week's reading and most of the children in the group were able to retell accurately, giving some details about events. (AF2) Part of the session involved 1:1 reading with the teacher, whilst the others read independently. The teacher explained her purpose was to check fluency and explore concepts/ vocabulary with this less confident reading group. Each child had discussions about definitions of words, application of phonics skills and comprehension. With these children this section of the reading session was effective to support AF1, although we did discuss later how this could have been slightly more active for the children when not working directly with the teacher. AF1 The teacher asked a series of open and closed questions to draw from the children their opinions about how this book compared to the traditional Cinderella tale. Discussion language was clearly well established and effective; 'Can you build on this idea?' This work scaffolded the children's ideas and helped them to complete a double bubble thinking map of similarities and differences. AF7 Book reviews and recommendations are regularly completed to support AF6 where children are expected to express their likes and dislikes about books. Work in books/ from teacher notes show the group was comfortable in this skill area. AF6 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, although it was noted that one child with severe dyslexia was working at 2b for decoding and at least 3c for comprehension. The moderator agreed with the teacher's judgement that overall this group was working at a secure 3c. Thank-you for welcoming me into your well organised lesson today. It was a pleasure to see children enjoying reading and making progress in such a supportive and nurturing setting.	**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. Evidence in file/ follow up task **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. Evidence in file/ follow up task **AF 7.** Is beginning to show an awareness of genre and literary traditions☐

(N) Narrative

Year 5 Level 3c	AF1 Word identification	AF1 Punctuation Uses knowledge of common	AF1 Whole text strategies Is becoming efficient in using a

AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation.	punctuation marks to enhance phrasing, intonation and comprehension.	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.

Text: Voices in the Park by Anthony Browne AF1 When reading aloud, both children needed teacher intervention to assist with some unfamiliar words. There seemed to be an over reliance on the pictures to decipher what was happening in the story, and most of the comprehension came from this strategy. AF2 and 3 The children were able to discuss the characters and their qualities, but again there was an over reliance on the pictures to help with this. 'It's about Charles and how Charles goes missing. It's his mother'. But there were no opportunities to develop this understanding. AF5 With teacher prompting, the children were able to identify words which added to the effect of the story. 'The Mum says horrible words like scruffy mongrel'. When discussing the blurb, one child identified the use of bold writing, but was unable to explain how/why this made an impact on the reader. The children needed a high level of prompting from the teacher. Within the children's independent follow up books, the moderator saw some evidence of written responses which were closer to a 3c level. The moderator was unable to agree a level 3c, and felt that the children were currently working at a 2a level. Thank-you for the warm welcome into your setting 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. Evidence in follow-up book **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

(N) Narrative
(NN) Non-narrative

Year 6	AF 4	AF 5	AF6	AF 7

| Level 5c

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. ✔	(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.	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) ✔	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. ✔	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.

Text: Wonder by R.J. Palacio

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 The children were given a wide range of opportunities to discuss the underlying themes in the text. They spoke about how the theme of bullying was central to what they had read so far and were able to identify a range of examples from the text with ease. "I think Auggie is scared of being bullied, but says 'I'm glad I took the tour', so he's hoping bullying won't happen." Another child disagreed, and was able to put her point of view across by finding further evidence in the text, "I have a different view. I think the characters will be mean – It is 'not nice and mean' rather than bullying because they have only just met." These child-led discussions and debates are characteristic of Level 5 readers, who are able to back their ideas up with evidence from the text. The moderator felt that some, but not all children, showed element of 5b within these discussions.

AF5
This was the main focus within the session and the children were beginning to show an awareness of how the writer's use of language effects the reader. Some examples were:
- I think the author wants us to feel proud of Auggie by using phrases like – 'he said', which tell us that he is not showing off.
- 'She noticed me' – This short sentence is really effective because it makes me feel like she froze – 'I think it's effective because she is talking normally and then stops. Also, the phrase further on 'Smiled at everyone, smiling at me more'. The author is trying to make us think about how they are all feeling inside.'
 The group then discussed the writers use of language further and were able to explain how sometimes the subtle words had the most impact.
- 'I kind of mumbled it' tells us so much. It tells us that this is probably making him feel even worse, because we were told earlier in the book that when he mumbles things, he feels bad'
- 'Slide under the desk' is great to show us that he is upset, nervous and worried.
The moderator feels that with continued discussions of this level elements of 5b, could well be achieved.

Throughout the session, the moderator saw a great range of P4C skills in action within the discussions.

The moderator agreed with the teacher's judgement that this group was working at a secure 5c, with some readers achieving elements of 5b.
Thank-you for the warm welcome into your setting today.