

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model

Reading Exemplification – Beyond ARE

Year 1 - Ivy

HIAS English Team

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Final version

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Overview

In this document

Exemplification of a Y1 pupil who demonstrates that they can read 'beyond' Age Related Expectations.

Points to consider when using this resource

The resource includes:

- a video recording of the pupil reading an age appropriate text and the discussion that takes place during reading.
- an annotated transcript of the video recording to exemplify how the pupil reads 'beyond' the expected standards.
- a collection of reading evidence sourced from teachers' record keeping and reading journals.

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How to use the HAM exemplification materials

The exemplification materials are annotated to help teachers interpret the phase statements outlined in the Hampshire Assessment Model (HAM) materials.

The collection comprises reading evidence from one pupil; drawn from a full range covering the entire academic year. Key pieces have been selected to exemplify specific phase statements at each Milestone.

How the annotation is set out

Explanation of
coding for
annotation



WR	Clarify	M&S	S&R	R&E	Inf	LfE	T&C
Word Reading	Clarify	Monitor & Summarise	Select & Retrieve	Respond & Explain	Inference	Language For Effect	Themes & Conventions

Exemplification summary

Working Beyond Age Related Expectations: Ivy

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Ivy in Year 1. This pupil is working beyond age related expectations.

Commentary

The following commentary was compiled following discussion with the class teacher.

Ivy is a keen reader. She prefers to read one to one rather than in small groups, so that she can have deeper and anecdotal discussions throughout her reading. She reads regularly at home, reading a variety of texts. She is clear about how layout and structure of texts should influence reading. Her preferences are to read narrative although she is confident in navigating non-fiction information texts. She can recall and retain reading experiences, often making links to her own experiences, or reading in other areas.

When reading independently to the teacher she is a fluent reader who acknowledges punctuation in her reading and she is able to use intonation when reading speech. She can read for sustained periods of time and enjoys sharing books with other children in the reading corner. Her predictions are normally 'safe' using her knowledge of other stories to help her, if she stumbles across unfamiliar vocabulary this can knock her confidence. She's an active reader who will ask questions as she reads. She can use clues in texts to help her to make inferences showing a deeper understanding of what she has read.

Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<i>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</i> <i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</i> <i>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</i> <i>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</i>	<i>Understand both the books they can already read accurately and fluently, and those they listen to</i>	<i>Check that the text makes sense to them as they read and correcting inaccurate reading</i>	Participate in discussion about what is read to them, taking turns and listening to what others say	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences <i>Ask questions and express opinions about main events and characters in stories</i>	<i>Predict what might happen on the basis of what has been read so far</i>	Recognise and join in with predictable phrases	<i>Become very familiar with key stories, fairy stories and traditional tales</i> Begin to appreciate rhymes and poems, and to recite some by heart <i>Discuss the significance of the title and events</i> <i>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</i>
	Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher <i>Can seek out books around a simple theme or topic</i>	<i>Recall the main points of a narrative in the correct sequence</i>		Explain clearly their understanding of what is read to them	Make inferences on the basis of what is being said and done	<i>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</i>	Become very familiar with key stories, fairy stories and traditional tales, retelling them <i>Understand the difference between fiction and non-fiction</i>
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Discuss word meanings, linking new meanings to those already known		<i>Find key points in a story or some key facts from an information text</i>	<i>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</i>		Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	<i>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i>

Video Transcript

The accompanying recording demonstrates the pupil reading an age-appropriate text that was chosen through discussion with the teacher. All recordings were produced at the end of the summer term and provide evidence for word reading. Questions were developed with the class teacher to provide further evidence across the domains and to allow pupils to demonstrate depth of understanding.

WR:

Ivy reads fluently and confidently. She is able to read polysyllabic words and words containing taught GPC's, as well as words with contractions.

Clarify:

Within discussion, and support from the pictures in the book, Ivy is able to explain what the phrase 'mighty feat' means.

Tidy Transcript - Ivy Y1

T - What do you notice about how it's written and how you're reading it? Is there something special about it?

C – It's rhyming.

T - Why do you think he wants to tidy everything? He's a funny character isn't he?

C - Because he doesn't like everything being messy.

T - Whilst Pete the badger is busy clearing up, what do you think the other animals are thinking?

C – Why is he tidying when everything is already neat?

T – How do you think Pete might have reacted when the Autumn leaves fell?

C – He wouldn't be pleased because he doesn't like things to be messy.

T - 'mighty feat' what does that mean?

LfE:

Ivy notices the rhyming in the text, which is acknowledged through her reading.

Inf:

Ivy is able to infer what the other characters in the story think of Pete tidying up of the forest.

She is able to make predictions about how the main character will react after the Autumn leaves have fallen.

C - He's about to dig up all the trees. A big, strong job.

T - What do you think he's thinking now?

C - He's going to have to call someone to help him fix it.

T – Do you think the forest is perfect?

C – No because there's nothing around.

T – What's Pete now realised?

C – He realised that he shouldn't have done that because he won't have any food.

T – What was your favourite part? What did you think of the characters?

C – They're funny. My favourite part was when the badger was in the boat because it was funny.

T – Have you read a book like this before or other books that are like this?

C – Two. 'The adventures of Dimble the bear' and 'I'm not scared'.

T – How are they similar?

C – Because they've all got badgers in them.

R&E:

Ivy is able to express opinions about the characters in the story.

Clarify:

Ivy is able to make links to other books that she has read, drawing upon her background knowledge to recognise similarities in characters from wider reading.

Reading Journal Examples

Letters and Sounds Phase 5 Assessment
(to be used alongside key and tricky word sheet)

Highlight if child can identify and say each sound correctly.

ay	ou	ie	ea	oy	ir	ue
ue	aw	wh	ph	ew	ew	oe
au	ey					
money						

Split Vowels

a_e	e_e	i_e	o_e	u_e		
-----	-----	-----	-----	-----	--	--

Alternative Pronunciations

a acorn	e he	i mind	o no	u unit		
ow low	ie chief	ea head	er her	ou you	ou could	ou mould
y by	y gym	y happy	ch school	ch chef	c cell	g gem
ey they	ture picture	dge fudge	mb lamb	gn gnat	kn knit	wr wrap

Name Ivy

Yr 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Text: *The Ice-Cream Dog* Level: 15 Text type: Narrative Running Words: 162

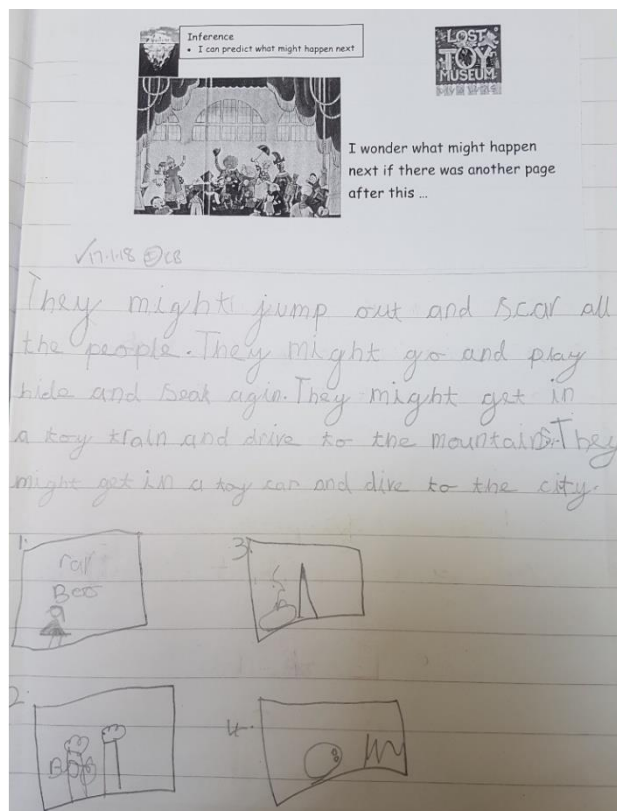
Reading Record – Summary

Errors			Self-Corrections			Accuracy: _____ %	Reading Level		
M	S	V	M	S	V		Independent >95%	Instructional 90–95%	Difficult <90%
						S.C. rate: 1 :			

Reading Behaviours Observed – Summary

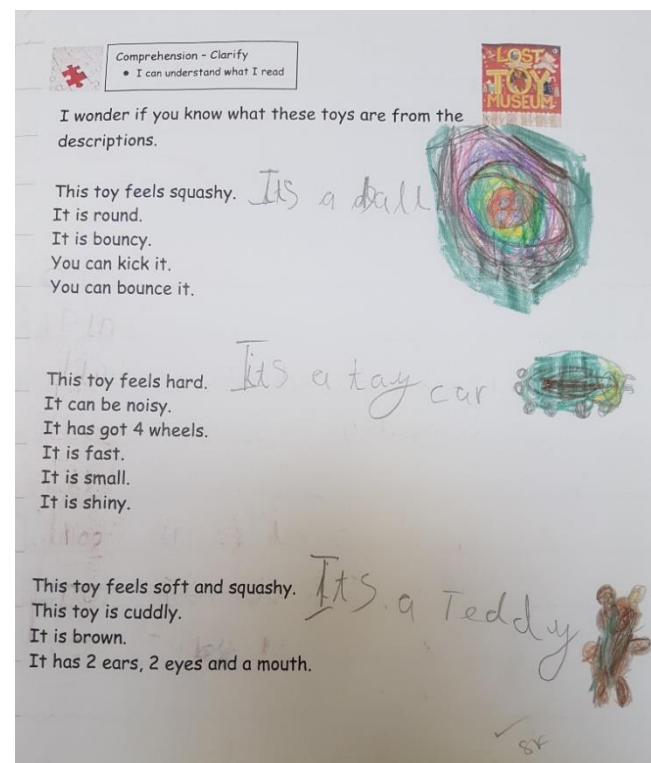
WR:

Record keeping shows that Ivy can read all common exception words and has learnt the phase 5 GPC's as well as alternative pronunciations. Ivy demonstrates proficiency and fluency in word reading from the start of year 1.



Inf:

Ivy is able to make sensible predictions on the basis of what she has read so far, she uses her knowledge of the text to record plausible suggestions as to what might happen next.



Clarify:

From her reading, Ivy is able to 'visualise' her interpretation of what has been written, showing her understanding of the text.

Inference
• I can make inferences on the basis of what is being said and done.



The toys left messages for Bunting.
I wonder what other messages could have been left for him?

Find us in the trees.
Find us in the Chinese rock garden.
Look in the doll houses.
Find us in the museum.
Look in the leaves.
Look in the toy pool
Look by the paintings.

Inf:

Using her knowledge and understanding of the text, Ivy is able to write in role as one of the characters from the book, predicting what other messages could have been left for the character of Bunting.

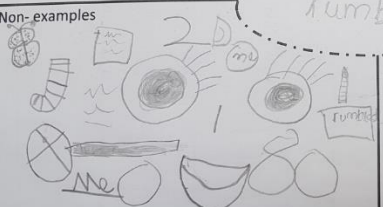
w/b 12.3.18 Comprehension- Clarify Exploring new vocabulary

Define it
It means so it's something when it's thunder or it's rumbling.

Draw it



Non-examples



Rhymes with

rumbled
mumbled
crumbled

Write it in a sentence-
My tummy was rumbled last night.

✓ 14/3

Clarify:

From the text, Ivy has identified a word that she is less familiar with – rumbled. She has discussed and explored the word meaning with her teacher and used a range of strategies to help her to develop her secure understanding of the new word.



Inference
• I can make inferences on the basis of what is being said and done.






I wonder what Tom and the giant might be dreaming about.

The giant might dream about playing with his teddy because he has never played with his teddy. Because he lost his teddy. Tom might dream about the giant being kind and polite and being nice. The giant might dream about playing with his teddy and playing hide and seek with him. Tom might dream about the giant returning all the teddies in the wood.

Inf:

Ivy's predictions about what the character might dream about show good understanding of the text as she makes reference to what has happened in the story.

Comprehension - Respond and Explain





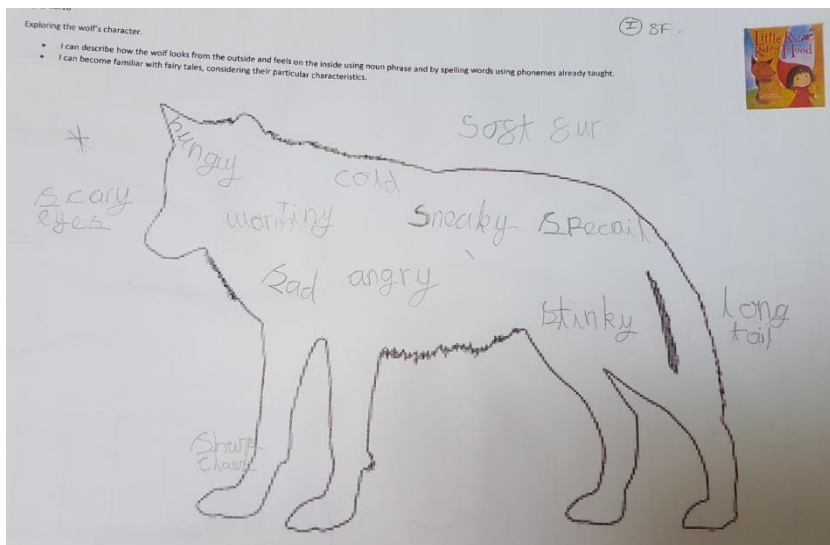

I wonder what your favourite part of the story is.

✓ RSE 7.2

My favourite part of the story is when all the teddies are in the cupboard because I love teddies. My favourite part is when all the teddies are in the cupboard because teddies are cute, I like the dit.

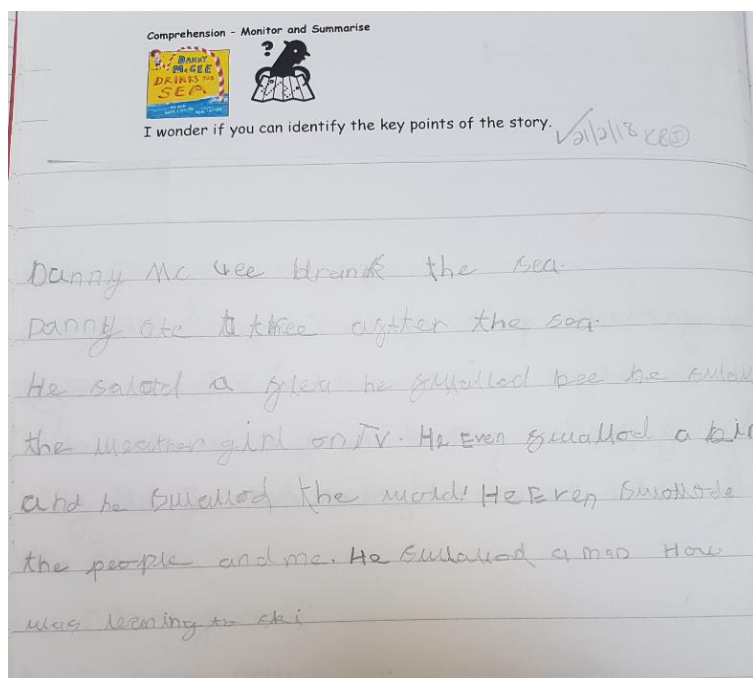
R&E:

Ivy's explanation of her favourite part in the story is limited, though she is able to make links to her own preferences, saying she 'loves teddys', and she's able to express her opinion explaining that her favourite part in the story is when the teddys are in the cupboard.



S&E:

Ivy demonstrates her understanding of the character of the wolf in the well-known fairy tale – Little Red Riding Hood. Selecting descriptive words from her knowledge of the character in the text, and also making inferences about the character on the basis of what is said and done in the story.

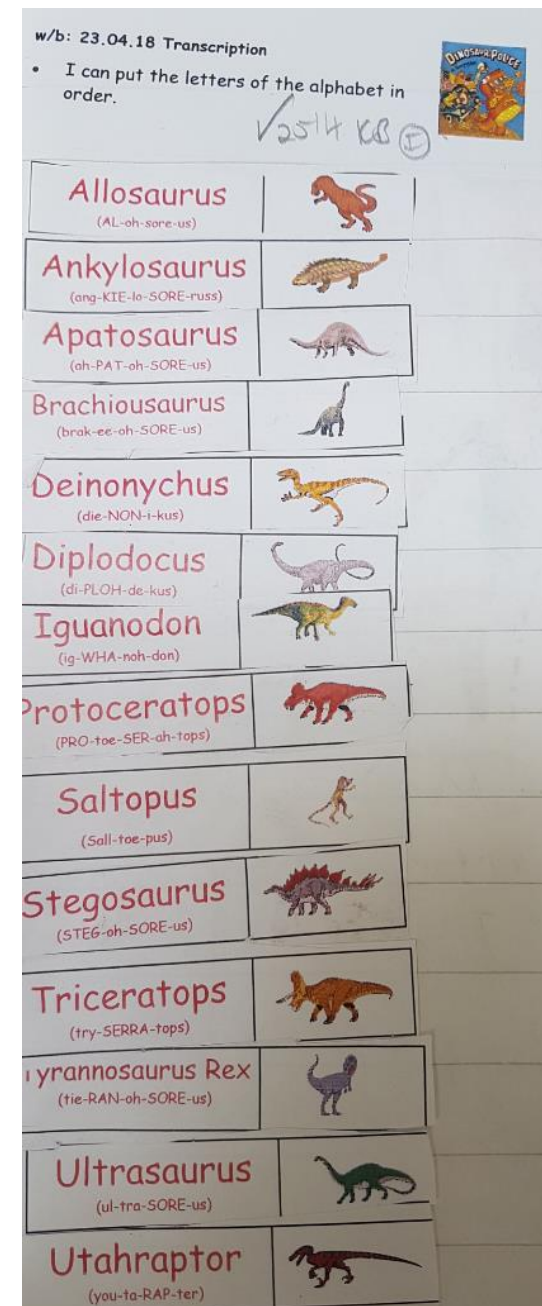


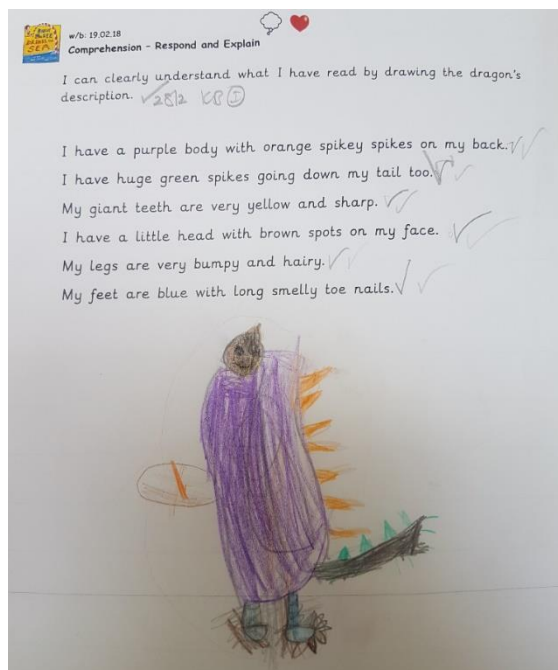
R&E:

Linked to the topic on dinosaurs, Ivy is able to correctly sequence non-narrative material so that it is in alphabetical order.

M&S:

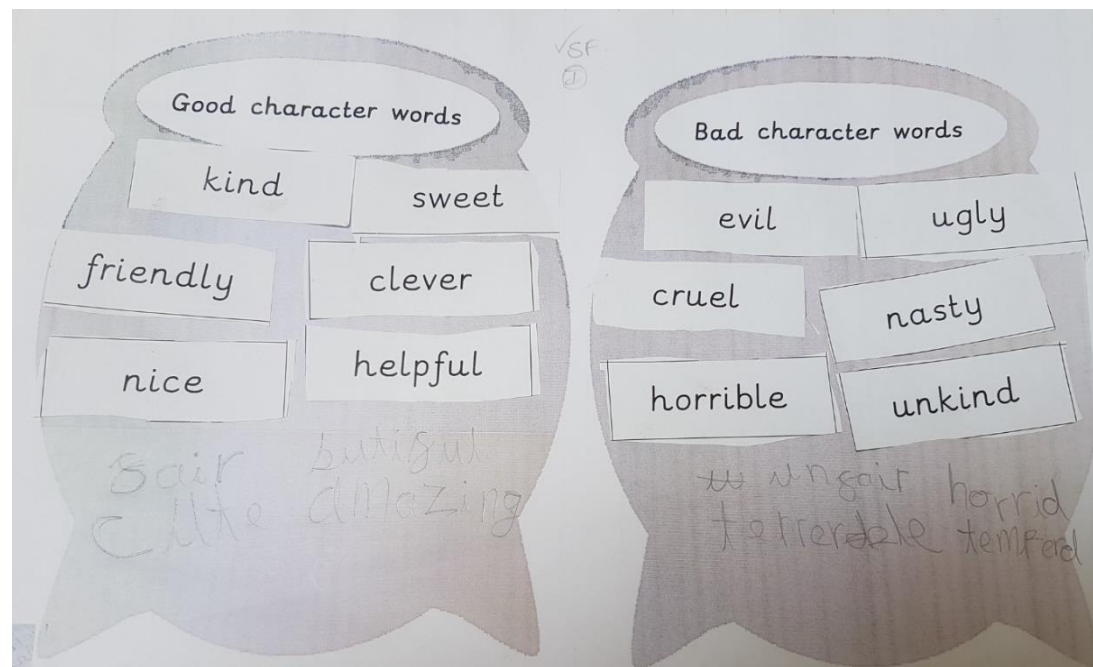
Ivy is able to recall the main points of a narrative in the correct sequence.





R&E:

Ivy is able to demonstrate her understanding of what has been read by 'visualising' the imaginary character, showing her interpretation of the text.



T&C:

As part of ongoing learning and reading of fairy tales, Ivy becomes increasingly familiar with key stories and characters, beginning to understand their particular characteristics.

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