

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model

Reading Exemplification – Beyond ARE

Year 3 - Stephanie

HIAS English Team

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Final version

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Overview

In this document

Exemplification of a Y3 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: Stephanie

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Stephanie in Year 3. This pupil is working at beyond age related expectations.

Commentary

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

Stephanie enjoys reading many different types of books, both at home and at school. Stephanie often chooses to read longer fictional narratives. Many of the language structures and vocabulary she uses in her spoken language, writing and reading responses, have been taken from her love of literature. Stephanie is keen to make links between texts, as is evidenced in her discussion around *Stone Age Boy* and *The Boy who Swam with Piranhas* where she compares characters and their motivations.

Stephanie demonstrates that she makes effective links and she is able to explore themes, such as friendship, across texts. She navigates non-fiction texts with ease and is confident about the conventions of such books compared to other books she reads. She is confident in offering her opinions and she reads unseen texts with increasing fluency and understanding. She uses punctuation and italicised text effectively to aid her prosody.

Through devising her own questions, justifying her feelings and making predictions, she demonstrates that she understands the authorial intent and can explain the effect this has on her own feelings and thoughts. She effectively unpicks these techniques and applies them to her own writing to create similar effects for her readers.

Stephanie is confident in deriving meaning whilst reading in the moment; noticing breakdowns in meaning and applying strategies to increase her comprehension, such as clarifying her own thinking by verbalising the questions she has. She answers her own and others' questions with confidence and with clarity, helping to convey the feeling that she is a confident and assured reader.

Year 3		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	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i>	• Ask questions to improve their understanding of a text • <i>Use dictionaries to check the meaning of words that they have read</i> • <i>Use a range of known strategies appropriately to establish meaning in books that can be read independently</i>	• <i>Show understanding of the main points drawn from one paragraph</i>	• <i>Uses text features to locate information e.g. contents, indices, subheadings</i> • <i>Locate and retrieve information using skimming, scanning and text marking</i>	• <i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</i> • <i>Discuss words and phrases that capture the reader's interest and imagination</i>	• <i>Predict what might happen from details stated and implied</i> • <i>Draw plausible inferences, often supported through reference to the text</i>	• <i>Identify how language, structure and presentation contribute to meaning</i> • <i>Discuss the effect of specific language on the reader</i>	• <i>Read books that are structured in different ways and show some awareness of the various purposes for reading</i> • <i>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</i> • <i>Identify and name presentational devices in non-fiction</i>
	Phase 2		• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	• <i>Show understanding of the main points drawn from more than one paragraph</i>	• <i>Begin to recognise fact and opinion</i>	• <i>Begin to use vocabulary from the text to support responses and explanations</i>	• <i>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</i> • <i>Justify inferences with evidence</i>	• <i>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</i>	• <i>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</i> • <i>Can explore and discuss underlying themes and ideas</i>
	Phase 3				• <i>Retrieve and record information from non-fiction</i> • <i>Extract information and make notes</i>	• <i>Use specific vocabulary and ideas expressed in the text to support own views</i>		• <i>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)</i>	

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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.

The following transcript is of a conversation during Stephanie's reading of the first part '*The Polar Bear*' by Jenni Desmond. The teacher held discussions at intervals during the reading to explore vocabulary, links with previous knowledge and to elicit her wider understanding.

C:

Stephanie devises her own series of questions here to clarify her thinking about how the polar bears can survive in this environment.

LfE:

Stephanie finds 'bad breath' funny: giggling immediately as she reads it. She explains how the use of the language contributes to the meaning for her.

The Polar Bear Transcript – Ava Y3

T - So, we had the word 'treacherous' here. What do you think that means?

C – Does it mean thick ice?

T – It could be. It says 'blinding snowstorms and treacherous ice form the environment'

P – It could mean really hard and chunky ice.

T – Well done. It does mean hard and chunky. But it also means dangerous. So, it's really dangerous for them.

P- So, how do they stay on the ice then? So, if it's really dangerous and they're heavy, how do they stay on the ice? How do they keep themselves from falling in?

T – That's a really good question. We might find out (pointing to the illustration). Maybe they've adapted themselves.

WR:

Stephanie is fluent throughout. She reads with a confident and fluent tone which becomes more expressive as she enjoys the text. She attempts a range of unfamiliar words with ease, reading words with suffixes and prefixes. She uses expression accurately and confidently.

She monitors for comprehension and self-corrects on occasions.

She applies a wide range of suffixes and prefixes to her reading: 'treacherous', 'remarkably', 'environment' and 'evolved'.

S&R:

Stephanie uses the text confidently to express her point about fact and opinion concisely.

T - Why did that bit make you laugh when you said 'bad breath'?

P- Because they could have just said breath. Because (pointing to the words across the double page spread) these are all facts and that bit is just funny!

T – Does that make you want to meet a polar bear?

P – No.

T – Why not?

P- Because it would stink.

T - So, why do you think the page is set out like this?

P – (pointing to each side of the polar bear) Because this bit is all over here and this bit is all over this side.

T - This side of the polar bear? So, we've got lots of words here: 'growl, roar, chuff...' chuff? What does that mean?

T- What do you think a chuff would sound like?

P – Something like a cough.

T - It could be. Do you know what that could sound like?

P - A cough.

T - Yes, we have a 'growl, roar, chuff.' Yes, a cough could be a bit like a chuff.

Inf:

Stephanie is aware of the cumulative impact of the author's language choices. She makes connections to her own experiences to support her views about the polar bear.

P – It could be that it sounds like a cough mixed in with a growl.

T – Does it make you think of any other animals?

P – Yes, these words make me think of a tiger (pointing to growl and roar); (pointing to hiss and purr), a snake or a cat.

T- So what do you think that would make a polar bear like?

P- Scary.

T- So, would you like to meet one?

P- Yes and No.

T- Why Yes?

P- Because they're fluffy.

T- And No?

P- Because of their bad breath and their growling and their chuffing.

R&E

Stephanie uses the vocabulary well to support her responses and explanations. She answers confidently and concisely giving simple, but effective justifications for her thinking.

S&R:

Stephanie locates text with ease, navigating the pages swiftly: 'the growling and chuffing' and she uses it to justify her explanation as to why she doesn't think it's safe to meet a polar bear.

T&C:

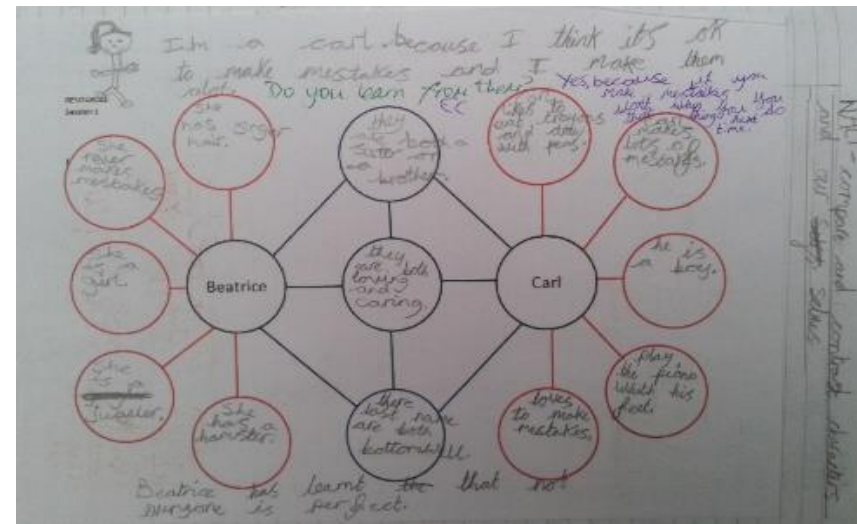
Stephanie reads this book with confidence, tackling the layout with ease. She explores some of the words associated with the polar bear and makes links to her own experiences.

Reading Journal Examples



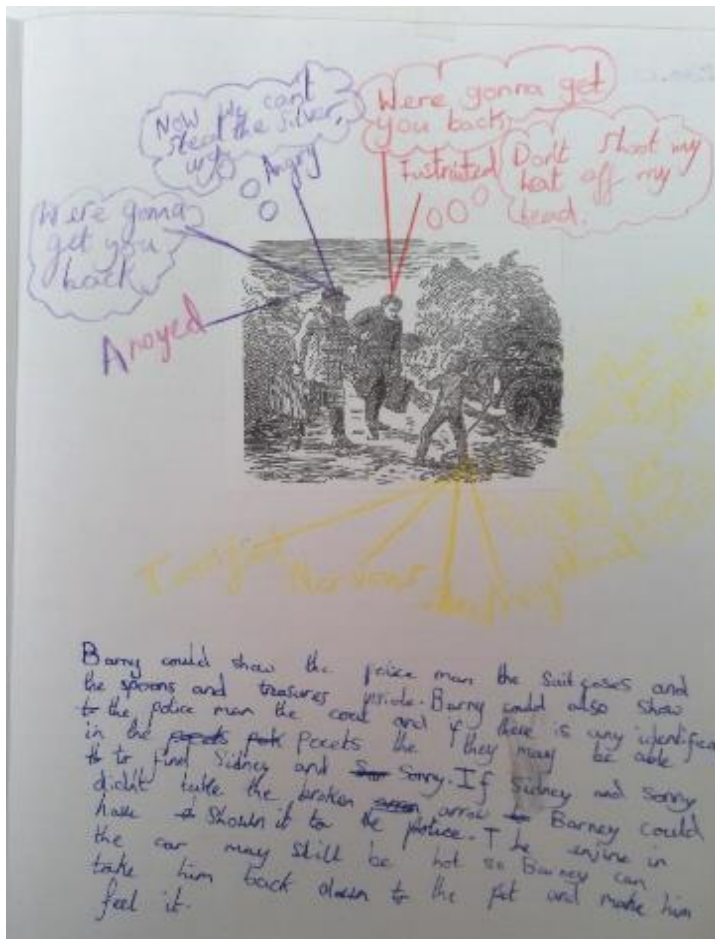
Inf:

In response to 'Stone Age Boy', the two main characters are brought to life through an imagined role play. This is documented through inverted commas. Stephanie has successfully inferred the characteristics and actions of the main characters to enhance her dialogue.



T&C:

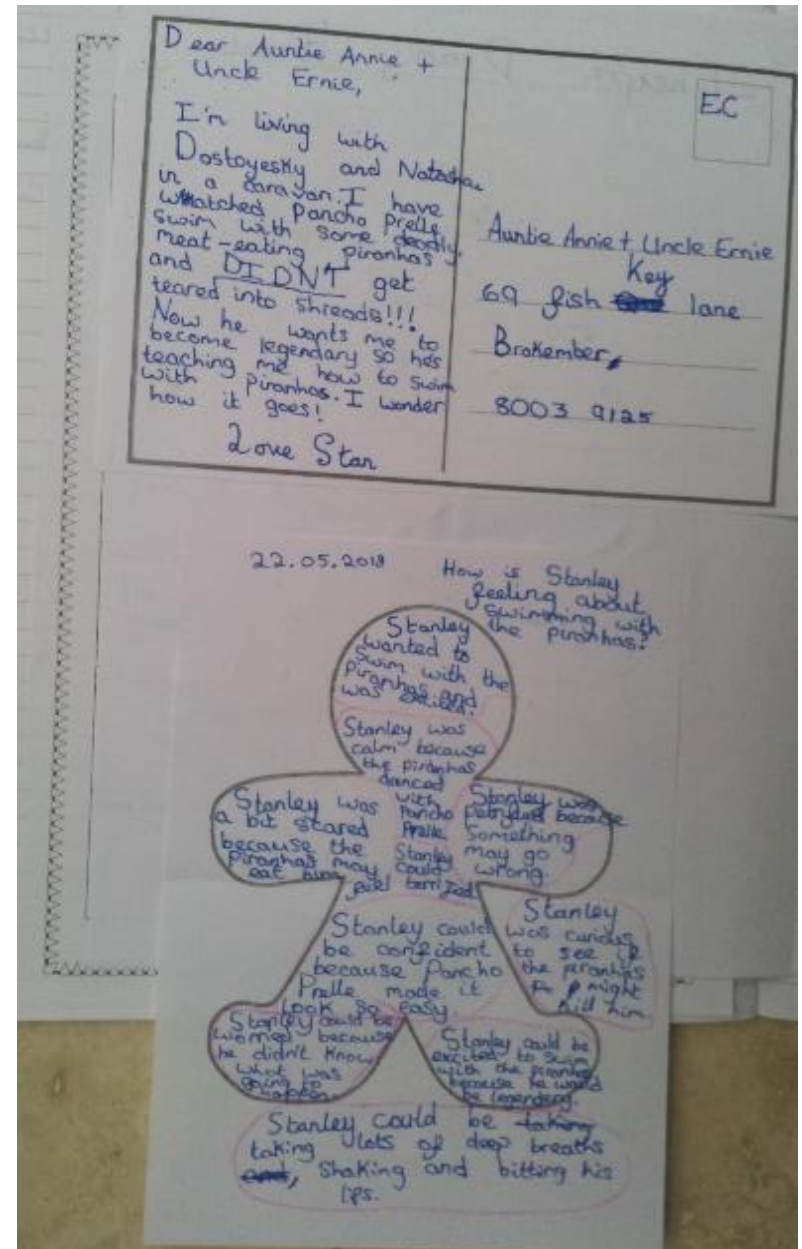
Stephanie compares two characters across two different books. Through effective questioning to deepen Stephanie's understanding of the character's motives, she draws upon her own experience and makes links to personal experience.



Inf:

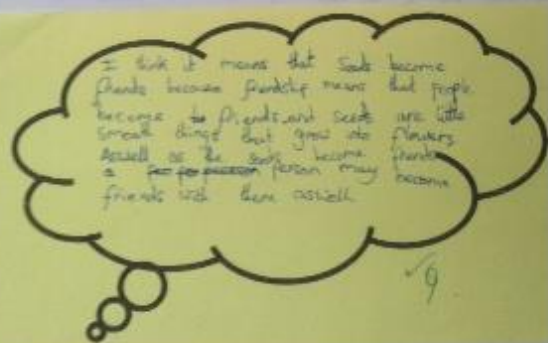
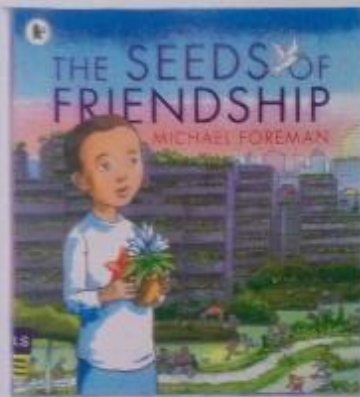
Having read and studied the 'The Boy who Swam with Piranhas', Stephanie was asked to write a postcard home as Stan. She shows understanding of the main points in the narrative

The use of the 'Role of the Wall' develops the empathy to write the postcard. She understands and empathises with the character, describing feelings and behaviour.



Infer:

Stephanie predicts what the characters might be saying to one another as well as what they are thinking. She then develops these ideas further, using modal verbs, and makes connections to personal experiences.

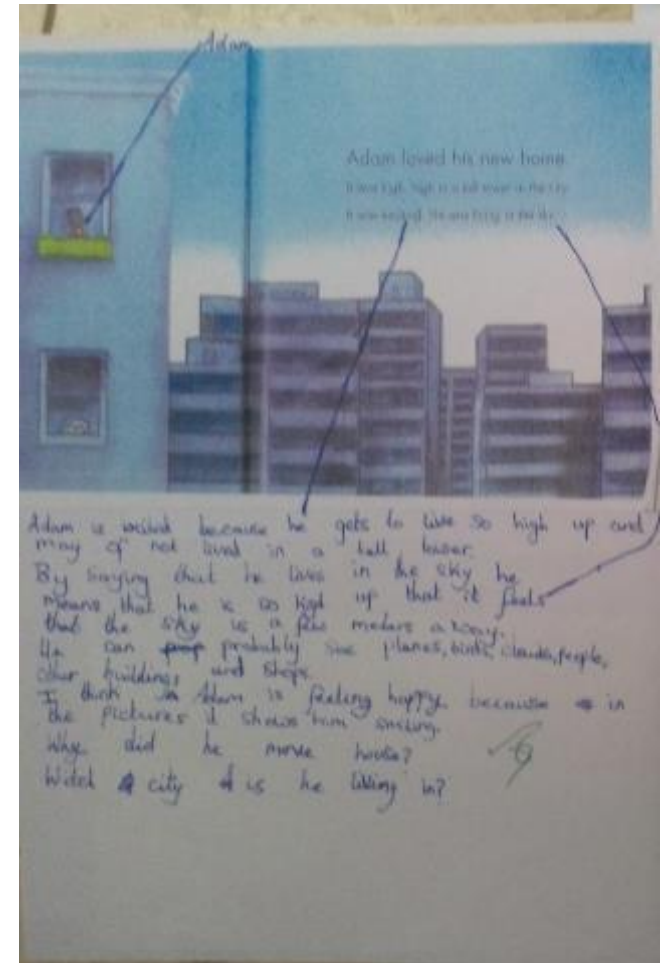


R&E:

Stephanie explores the words and phrases that capture her imagination and interest. She explains why the character might be feeling this way and she uses evidence from the text to justify her thinking.

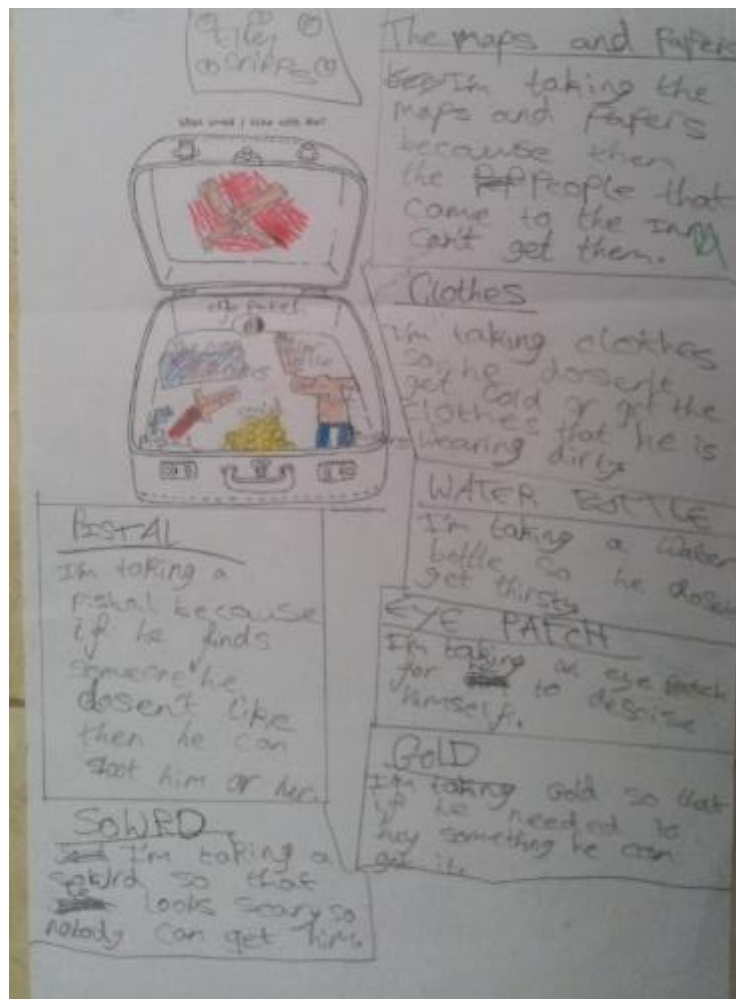
C:

Stephanie devises questions she wants to explore during guided reading sessions with her teacher which will help to clarify her understanding of the setting and of the themes.



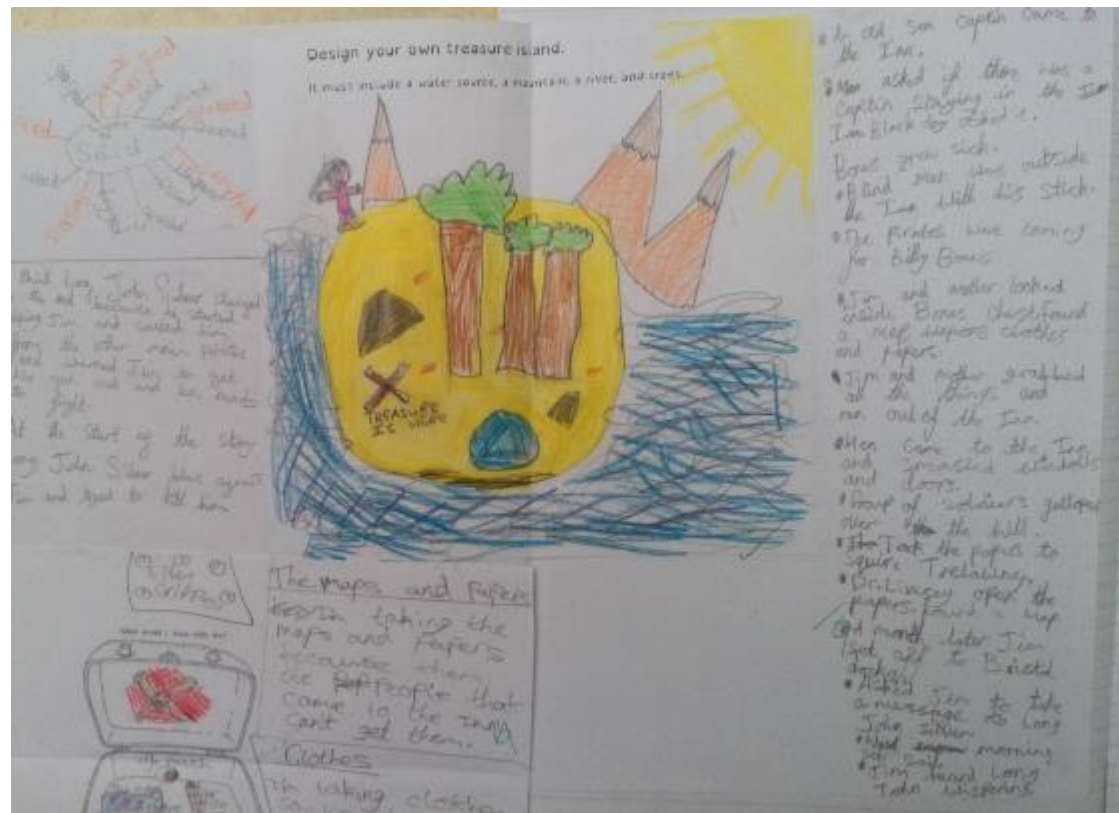
Infer:

Stephanie predicts what the theme of the narrative may be. She develops the theme of seeds and friendship further through exploring the imagery in this thought bubble.



Inf and S&R:

Stephanie uses her knowledge from non-fiction to create an accessible guide to essentials for the trip to Treasure Island. She infers why each object may need to be taken. Her use of different fonts and text features of a non-fiction guide the reader to her explanations for each choice.



R&E:

Stephanie extracted the language from a version of Treasure Island; her visualisation demonstrates the key words and phrases which captured her imagination.

M&S

Stephanie summarises, through bullet points, the key points of the entire narrative. These ideas are cohesive and show her understanding of the plot effectively.

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Emma Tarrant: emma.tarrant@hants.gov.uk

Victoria Flynn: victoria.flynn@hants.gov.uk

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