

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model

Reading Exemplification – Beyond ARE

Year 4 - Elodie

HIAS English Team

January 2019

Final version

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Overview

In this document

Exemplification of a Y4 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: Elodie

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Elodie in Year 4. This pupil is working beyond age related expectations.

Commentary

Elodie is a fluent, confident reader who enjoys reading a range of different books for pleasure. She reads smoothly and resolves word and structure difficulties quickly. Elodie reads with good expression and enthusiasm and her voice volume is appropriate. She is able to vary her phrasing to reflect the meaning of the text, providing good evidence for the 'language for effect' domain.

Elodie is able to discuss her wider reading, stating that she particularly enjoys Chris Riddell's books, such as the 'Ottoline' and 'Goth Girl' series, as well as non-fiction about animals. She has enjoyed exploring Michael Morpurgo's books and has been able to move from reading into writing using Morpurgo's work as inspiration.

When asked questions about what she has read, Elodie is able to give full answers and justify her thoughts with reference to the text. She is able to make links between texts, for example identifying similarities between Neil Gaiman's 'Cinnamon' and 'The Glassmaker's Daughter' by Dianne Hofmeyr. Links are also made between her reading and knowledge of the world, for example in the transcript she clearly understands how skittish and elusive a deer can be.

Year 4	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>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> <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>Discuss understanding as it develops and explain the meaning of words in context</i>	<i>Identify main ideas drawn from more than one paragraph and summarising these</i>	<i>Retrieve and record information from non-fiction</i> <i>Recognise and distinguish between fact and opinion</i>	<i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> Discuss words and phrases that capture the reader's interest and imagination	<i>Predict what might happen from details stated and implied</i> <i>Draw sound inferences, supported through reference to the text</i>	Identify how language, structure, and presentation contribute to meaning <i>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</i>	<i>Identify themes and conventions in a wide range of books</i> <i>e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</i> <i>Identify how a range of presentational devices guide the reader in non-fiction</i>
	Phase 2	<i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>	<i>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</i>			<i>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</i>	Show understanding through intonation, tone, volume and action when performing poems and playscripts	<i>Identify features that characterise books set in different cultures or historical settings</i> <i>Recognise some different forms of poetry [for example, free verse, narrative poetry]</i>
	Phase 3				<i>Use specific vocabulary, and ideas expressed in the text, to support own responses</i>	<i>Infer underlying themes and ideas</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	<i>Make links between texts and to the wider world</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.

'The Wilderness War' Transcript – Elodie Year 4

T – Where do you think the story is set?

Inf:

Elodie is able to use information given in the text to support her inferences around the story's setting.

C – I think it is set in a big city because it says that he came out of the front door and there were cars parked on the street and he had to squeeze between them, and there was a little patch of ground that was quite overgrown and you get that quite often in cities.

T – Is the story set in the present day?

C – I think so.

Inf:

From reading the book's first chapter, Elodie predicts who the main character in the story will be.

T – What makes you think that?

C – Because if it wasn't the present day they wouldn't have cars or anything like that.

T – Who do you think the main character in the novel will be?

C – Noah.

Inf:

Elodie uses specific vocabulary drawn from the text ('silhouetted') to reinforce the uncertain nature of Noah's initial sighting of the deer.

S&R:

Elodie retrieves Noah's initial reaction effectively, referencing the text.

T – Why do you think Noah will be the main character?

C – Because all the writing has been about Noah seeing the deer, so I think it will be Noah.

T – What kind of person is Noah?

C – He sounds like he's just an ordinary boy.

T – What might he be interested in?

C – Animals... He might be interested in having adventures

because he goes out to the patch of overgrown land and he might like having adventures there maybe.

T – Why do you think Noah is out so early in the morning?

C – So he can be there on his own and so there's not the noise of the cars, so it doesn't scare away anything that he might want to see.

T – He does see something doesn't he? What does he see?

C – He sees a silhouetted deer.

T – What is a silhouette?

C – Like... just a black shape. It doesn't have any details.

Inf:

Sound inferences are drawn for Noah's interest in 'the wilderness' and his motives for being there so early in the morning.

C:

Elodie is able to define the tricky word 'silhouette' with a simple but accurate definition.

T&C:

Elodie uses her knowledge of the wider world to support her comprehension of the text and answer questions relating to her own possible reactions to seeing a deer.

T – How does he feel when he comes across the deer?

C – He feels that it might not be real because (looking back at text) he had to blink to make sure that it was really happening.

T – So what does that tell us about Noah? Think back to what you said his interests might be.

C – Maybe he likes having adventures and maybe he's never really seen a deer before.

T – How would you have reacted if you had seen the deer?

C – I would have been amazed but I wouldn't have moved, or I wouldn't have gone over to it or anything because I wouldn't have wanted to scare it.

T – Why would you be amazed?

C – Because if you lived in a city, you wouldn't really see deers (sic) that often.

T – OK. Why might the deer be scared?

C – Deers (sic) are very sensitive and people shoot them, so it might have thought I was going to shoot it.

T – You said you would be amazed if you saw the deer. Can you think of a synonym for 'amazed'?

C – Fascinated?

R&E:

Elodie provides a plausible synonym for 'amazed', showing depth of vocabulary.

Reading Journal Examples

	Strongly agree	Agree	Don't know	Agree	Strongly agree	
Strong	✓					Weak
Evidence Ottoline is strong because she solves things and she is only a child. ✓ She has a strong character.						
Loud			✓			Quiet
Evidence *in She is quiet at home because she only talks to Mr Munroe and the bear. She can also can be loud because when she is not at home she speaks to lots of people for example *Ottoline at sea. ✓						
Confident	✓ example			* because		Unsure
Evidence She is confident because in Ottoline goes to school. * she isn't nervous even though she has never been to school before. ✓						
Adventurous	✓					Boring
Evidence She is *adventurous because in Ottoline goes to sea she travels to Norway on her own. ✓						

Inf:

On this 'character rating scale' Elodie chose to represent Ottoline, the heroine of Chris Riddell's popular series. Her references to Ottoline's personality were drawn from two different books in the series that she had read.

Capturing the Nuggets

Sieve the text for the key points or moments. What are the golden nuggets to summarise?

-  Cinnamon was a blind princess who would not speak.  Love made her speak!
-  People came to try to make her speak for rewards.  She spoke to her parents.
-  A tiger came to the palace to make her speak.  She went with the tiger to the jungle because it sounded ~~sublimus~~ ^{sublimus}.
-  The tiger tried pain, fear and love. 

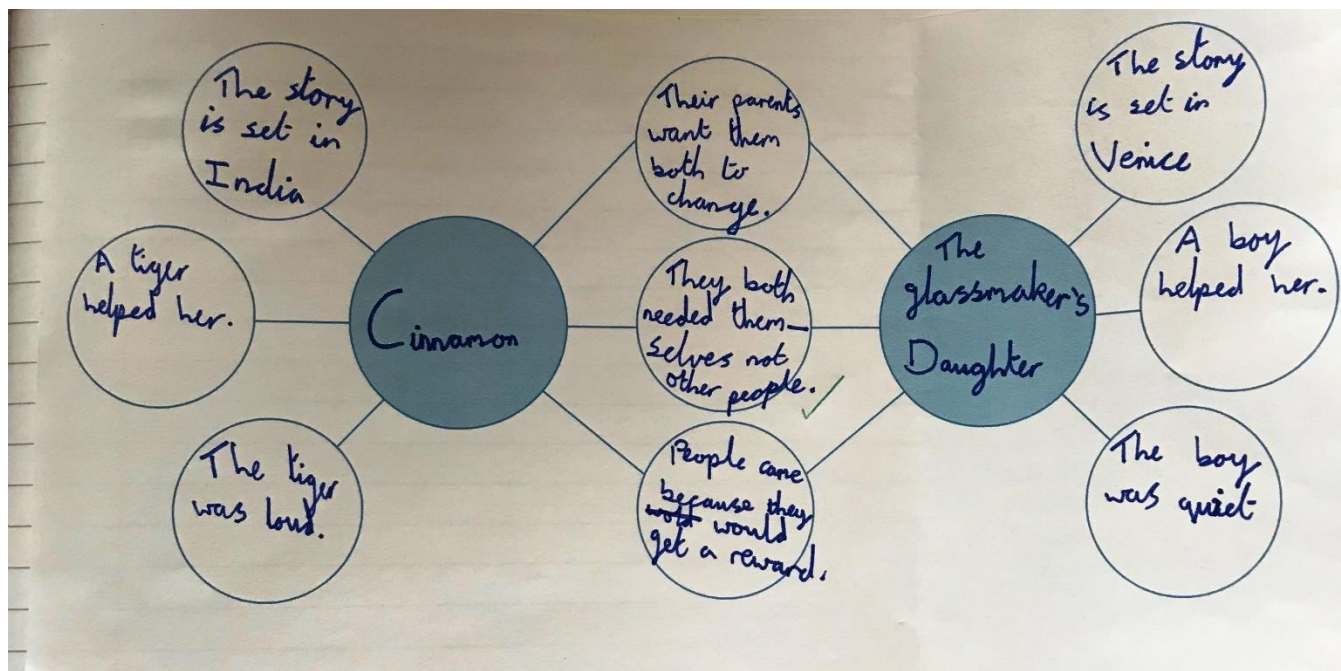
Once there was a blind princess who would not speak called Cinnamon. People came from near and far to try to make her speak for rewards. One day a tiger came to the palace to make her speak. He tried pain, fear and love. Love made Cinnamon speak! She spoke to her parents and she went with the tiger to the jungle because it sounded ~~sublimus~~ ^{sublimus}.

A great summary!

tried x3 tried
 tried
 tried

M&S:

After reading Neil Gaiman's 'Cinnamon', Elodie captured the key points of the story and used these to write a summary. Elodie developed her bullet points into a cohesive summary paragraph.



T&C:

Elodie compared the story of 'Cinnamon' to 'The Glassmaker's Daughter'. Elodie was able to develop her responses beyond surface similarities and reference themes.

Both stories were about the girls being capable all along. I preferred Cinnamon because the character that helped her was more interesting. The tiger looked fierce but ^{really} he was warm hearted because he wanted to help her. I prefer the setting because it is in India so it makes the illustrations more interesting.

Dear Billy,

I'm so shocked that you left us.
Why did you even leave us in the first place?
Why have you only got eyes for Joseph Hannibal?

Now that you have left every one is heavy-
hearted and the cows aren't milking properly. I
know father was angry when you left but he's
fine now. He's not furious forever you know.
just* Mother won't smile. She tries to but she can't!

Please, please come back we can't survive
much longer without you.
your sister,
Laura

Inf:

Based on Michael Morpurgo's 'Wreck of the Zanzibar', Elodie wrote a 'letter in a bottle' to Billy from Laura. She infers characters' thoughts and feelings and draws on the text effectively, using phrases sourced from the book in her letter.

HIAS English Team

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