

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model

Reading Exemplification – Beyond ARE

Year 5 - Emily

HIAS English Team

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Final version

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Overview

In this document

Exemplification of a Y5 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.

Contents

How to use the HAM exemplification materials

Exemplification summary

HAM Year 1 overview

Video Transcription

Reading Journal Examples

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: Emily

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Emily in Year 5. This pupil is working beyond age related expectations.

Commentary

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

Emily is a prolific reader, both at home and at school. Emily often chooses to read heritage texts and has derived a huge amount of vocabulary from the texts she has read. Emily is keen to make links between texts, as is evidenced in her discussion around Beowulf and regularly applies the language structures she encounters in her writing.

Emily is capable of inferring layers of meaning within texts, exploring the emotions of characters and is also confident making links between the themes within and across texts. She is confident offering her opinions in response to a text and reads unseen texts with fluency and understanding.

Indeed, her higher order evaluative reading skills enable her to recognise the effect a particular text has on her own feelings, unpick the techniques used by the author to create this and identify the authorial intent. as a result

Emily's is also confident in deriving meaning whilst reading in the moment, noticing breakdowns in meaning and applying strategies to increase her comprehension. When undertaking reading tasks in response to reading, Emily chooses appropriate strategies to help meet the outcome required.

Year 5	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 (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet	Ask questions to improve their understanding of a text	<i>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</i> Distinguish between statements of fact and opinion and understand why this is important to interpreting the text	<i>Retrieve, record and present information from non-fiction</i> Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen	Recommend books that they have read, giving reasons for their choices <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i> <i>Provide reasoned justifications for their views</i>	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience	Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
Phase 2		Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	<i>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</i>	Extract information and make notes using quotations and reference to the text Identify and explain the author's point of view with reference to the text	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and explain the author's point of view with reference to the text	Make links between the authors' use of language and the inferences drawn	Discuss and evaluate the intended impact of the language used with reference to the text	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
Phase 3					Make comparisons within and across books		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors

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.

Beowulf Transcript - Emily Y5

T&C:

Emily uses her wider knowledge of other books that she has read to inform her discussion. 'Meadhorns' have been studied in history and she also mentions ancient country names.

T - This book is set a long way back in history, in ancient times. What evidence is there from what you have read to show that this is set a long time ago? How did the author show this?

C - They put in the names of the lands that we know as Denmark, Sweden and Norway. He also mentioned that the meadhorn was passed around that that's normally in Viking times, when horns were what they drank from.

T - You are using your knowledge from another subject, history, making those links. At the start the author begins the book by making the reader feel as though they are listening to a storyteller. How does the author achieve that? You can use the book if you like to help you.

P - Because he said, 'listen up my friend.' Authors, when they are telling stories, often start with that or 'gather round and I'll tell you an amazing story. Listen up.' This is what inspires me to write stories. Like making it really chatty, as if I'm telling the story rather than reading it from a script.

T - What themes do you think will be explored in this book?

C - Dying and death and gruesome beasts! I actually think the main theme of this book is adventure and battles against mythical creatures.

R&E:

Emily's wider reading is clear here. She discusses other books and provides examples of story telling. She explains how this influences her wider writing. This link making demonstrates a depth of understanding of the conventions of authors.

C:

Emily is clearly able to articulate the meaning of the word 'mythical.' She is able to articulate this by drawing on her wider knowledge of vocabulary use across texts and stories.

S&R:

As well as using inference above, Emily retrieves information from the text by using a direct quote to back up her answer.

Inf:

Emily draws upon language in the book such as 'worship' and 'proud' to draw the link between the king being a good father to his people.

S:

Emily summarises the text well in this answer, showing how the feelings of happiness and joy in the kingdom have driven him to anger and despair.

Teacher: Can you explain what you mean by mythical?

C - It means unreal. Some people believe they are real when other people believe they are not.

T - Think about the King who came to the throne: what do we learn about him? What sort of king was he?

C - He's a nice, kind, jolly old fellow. He's very fierce in battle and he's a good father to his people.

T - How do you know he is a good father to his people?

C - Because in the book it says that the people worship him and they are proud to have him as their king. And also it actually says 'he is a good father to his people.'

T - Absolutely, taken directly from the text. How does the author introduce Grendel and what do we learn about him?

C - They introduce Grendel like this really dark fiend, like the enemy from hell whose like an enemy to every good thing based on Earth.

T - How does this contrast with what has already been written?

C - Before Grendel's mentioned, it seems like quite a happy story but then when it begins like that I always feel a BUT coming on....

T - How does the language make you feel about Grendel?

C - Well they don't describe him as standing out or going straight in for it. They describe him as waiting for exactly the right moment to do it. Like waiting so that he can't take it anymore.

T - What made him so angry that he had to act?

LfE:

This answer demonstrates how Emily is aware of authorial intent through her evaluations of language. She recognises the effect the text has had on her, the techniques used and therefore the intentions of the author.

Inf:

Emily is aware of the cumulative impact of the author's language choices. She references how the author has painted Grendel as an enemy who cannot wait any longer.

T&C and Inf:

Emily is able to make links between the opening of story, comparing and contrasting the mood in relation to deliberate choices made by the author. She also references other stories where a seemingly innocuous start often leads to peril.

P - Night after night he kept hearing this good story and because it was good that was why it displeased him. He hates/loathes all good being and fun and happiness and joy and all that goes with it because he is a miserable creature and he wants to have revenge (another way to describe him is that he is a bad sport)

T - It goes on to say the great hall stood empty after Grendel's attack and the feasting stopped. How does that contrast to the initial part of the story when it talked about the meadhorn you mentioned.

P - Before the attack they were really happy, feasting in the hall like every night and after the attack it is really quiet and still as if nothing had ever happened. Before the attack they were happy and joyful and after the attack they were miserable and didn't dare have fun in case they attacked again.

T - You think they were worried about angering Grendel?

P - Yes and also there were probably less people than there were originally, weren't there?

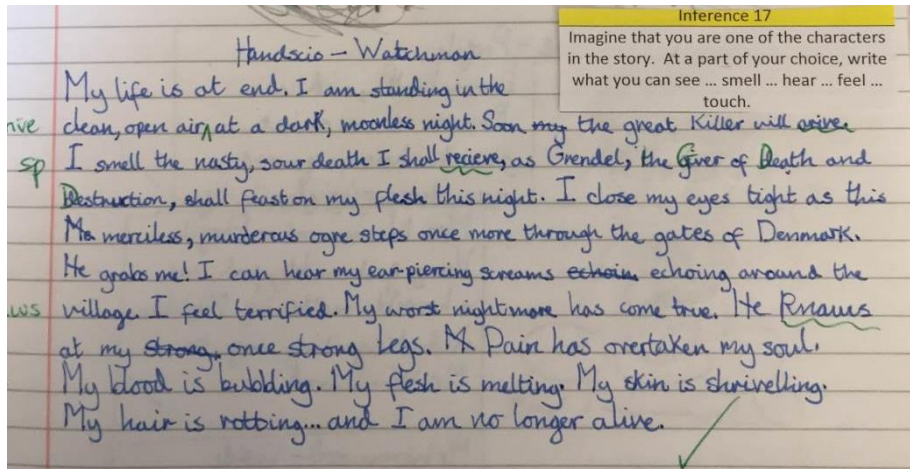
T - were there?

P - Because he (Grendel) killed all of them!

T&C:

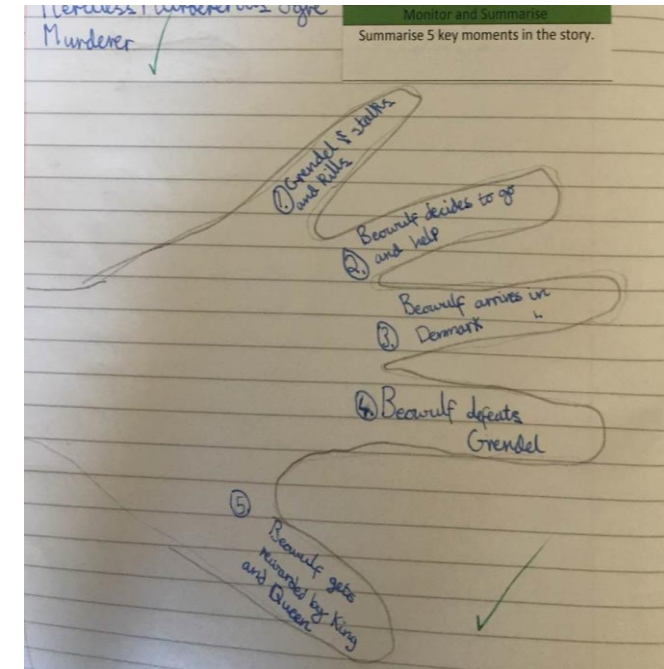
In this response, Emily considers the impact of the contrast on the reader, noting that author is making it appear as if the people are now afraid.

Reading Journal Examples



Inf:

Through this rather gruesome response to Beowulf, Emily has used her understanding of what she has read to infer how it would have felt to have been attacked by Grendel, skilfully using facts about the beast and language from the text.



M&S:

A succinct summary of the story in terms of ordering key events. Emily's ability to summarise develops through the year (see below).

Monitor and Summarise

Write a character description for either Floyd or Ruby at the beginning of the book.

Then, write another character description for your chosen character showing how their character changes along the journey and the reasons for this change.

Floyd	Ruby
 Floyd is young and adventurous. He is small and always thinks up solutions to the things that are obstacles that are presently impossible, and that makes him a very sensible and wonderful boy for his age group.	Ruby is quite different to Floyd. She is gutsy and keen to go looking for adventure, unlike Floyd, who sort of waits for adventure to find him. Ruby is quite clever when it comes to solving thinking of ideas to get them out of tricky situations.
Floyd changes, as he is not as imaginative as he used to be. Why? Because now he knows why he wasn't allowed to go into the valley - and he doesn't want to again!	Ruby changes, as she isn't so adventurous as she used to be. Why? Because she was almost eaten by the Bogymen!

M&S:

Emily shows an awareness of character and how characters change across stories. She is able to succinctly and accurately summarise the characters and provide justifications, when prompted, as to how they changed across a story.

Dear Mother & father,

I'm still very sorry about not asking you if I could join the army and fight in the war. I wish I had talked to you about it first. Christmas Day has been very different, as we didn't have Christmas Lunch or any presents. I thought the War would be over by Christmas, but it's not. I am getting a little bit worried about Billy, as he was supposed to be fetching motor, but he isn't back yet. During Christmas Day, we saw a man planting a Christmas tree, and although it was an ~~English~~ (a German) we went up to him and shook his hand, and when we did, both the English & friends and the Germans applauded! Although Christmas was very different this year, I still enjoyed it.

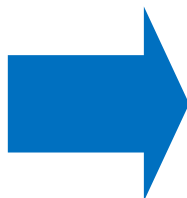
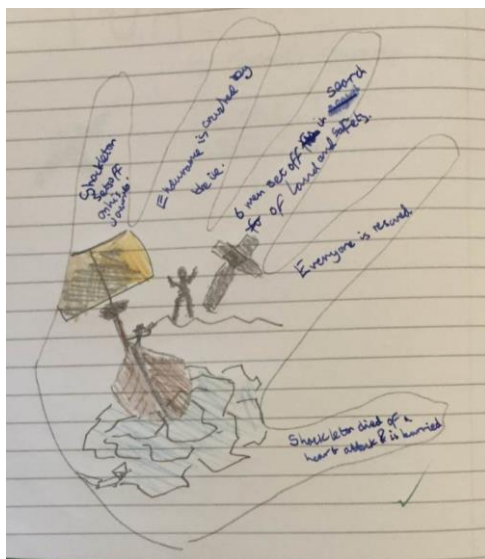
From Freddie xxx

(Also, from Billy - who isn't here right now)

From Lacey Well

Inf:

Having read and studied the Christmas Truce, Emily was tasked with writing a letter home in role as a character. She empathises effectively with the character, making appropriate comparisons with a Christmas at home and one at the front.



Monitor and Summarise

11. Design a new 'blurb' for the back cover of the book. Select information from the text and use some quotations.

Shackleton sets off on his toughest challenge yet, he wants to be the first to walk across the Antarctic continent, 1800 miles from coast. Will he do it? With 27 men? What will happen? Will he get sick? Will he even live at all?

If you read this book, you will find out lots about Shackleton and how he saved his men from death, while enjoying an adventurous story packed with expressive illustrations! So, if you are studying Ernest Shackleton and are nervous that reading about him would be terribly boring, this is the book for you!

M&S:

Through effective task design, Emily is able to demonstrate her increasing skill at monitoring and summarising by writing a blurb for 'Ice Trap' post reading.

R&E:

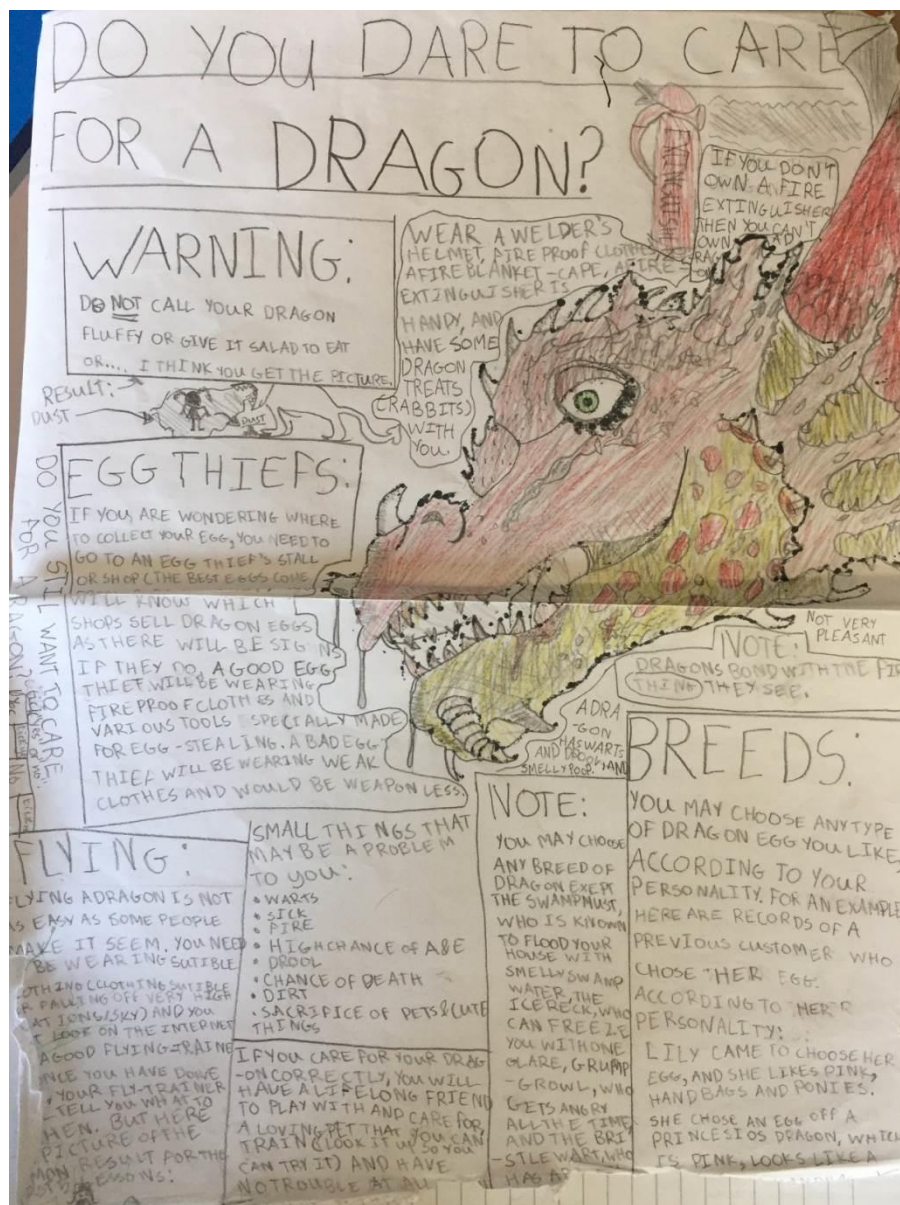
The 'Tell Me' grid allows Emily to explore her own opinions of the book. She explains her likes with reference to the author's use of language and uses her own vocabulary such as 'perseverance' and 'treacherous' to further explain her opinions.

In the 'Reminded me of...' section Emily makes a clear link between the book 'Ice Trap' and her wider curriculum studies based on Antarctica.

Respond and Explain

Complete the grid explaining what you liked about the book, disliked, what puzzled you and what it reminded you of.

Likes I liked how descriptive the story was, and what sort of word language the author used, so it felt like I was actually there! I also liked how they described each man's perseverance and hope as they continued on their treacherous journey.	Dislikes I didn't like that at the start ("Stowaway! Stowaway!") was a really sudden start, as it doesn't really explain what had happened, or the book where they set off, or anything before the start.
Puzzles I'm not sure why Shackleton only took 5 men with him to find help, and how those 5 men and Shackleton were rescued, as it only said that all the men from Elephant Island were rescued, and not it didn't say that all the men from Georgia.	Reminded me of ... This whole topic on Antarctica, and the book Ice Trap, have reminded me of the time when we did our topic on Antarctica and learned about Scott and went to Selborne in Yr 2 at St. Peter's, Petersfield Infants School.



S&R:

Through the study of dragons and mythical beasts, Emily is able to produce an effective guide to caring for a dragon. The task design empowers Emily to go beyond simple retrieval of facts from the text to a purposeful outcome where these facts have to be used for a specific intention: to provide extra information for the reader.

Emily's wider reading also shines through here in her organisation of the text and appropriate use of illustrations and captions.

Direct address of the reader, such as 'DO NOT' is drawn from other texts of this type and shows her understanding of language for effect.

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