

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model

Reading Exemplification – Beyond ARE

Year 5 - Rose

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.

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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: Rose

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

Commentary

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

Rose tackles new and unseen texts with confidence and fluency, comfortable reading age appropriate texts and those which offer greater challenge. Her use of prosody is well chosen and considered and demonstrates a level of comprehension in itself.

Rose is comfortable making links between books, including heritage texts, and articulates her preferences clearly. Rose is also confident discussing language choices made by authors, the effect they have had on her as a reader and consequently authorial intent.

This is further illustrated in her wide breadth of vocabulary, which helps her to understand more complex words and. Where meaning breaks down during reading, her understanding of morphology and semantics enables her to examine words for meaning.

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	<i>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</i>	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	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	<i>Make links between the authors' use of language and the inferences drawn</i>	<i>Discuss and evaluate the intended impact of the language used with reference to the text</i>	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	<i>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</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 following transcript is of a conversation following Rose's reading of 'The Explorer'. The teacher held a discussion with Rose to explore themes within the book and elicit her wider understanding.

S&R:

Rose draws directly from the front cover to justify her opening reasoning, whilst also drawing on her wider knowledge of the subject matter.

The Explorer

T - Let's look at the front cover. What do you think this book might be about and why?

C - Probably someone who goes into the jungle and finds parrots.

T - Why do you think that?

C - Because there are a lot of parrots on the cover and it's the jungle and it's called 'The Explorer'.

T- Go on....

C- I also think it might be about adventure, because it is called The Explorer, and there's what looks like a broken plane so I have a feeling the explorer

T&C:

Rose uses her knowledge of similar books to discuss the term 'adventured out,' drawing on and referencing similar texts she has read previously.

C:

Showing her understanding of the word 'explorer,' Rose explains why this links to adventure.

S&R:

Rose is able to directly reference the text using 'silent' and 'quiet' to answer the question.

By providing Rose with an answer and asking for evidence, Rose has to draw directly from the text, whilst also showing her understanding of the question.

either adventured out to find something in a jungle or he was flying around and didn't look at where he was going.

T - Ok, so you got that from the picture of the plane in the tree. What did you mean by 'adventured out'?

C - I mean, searching for adventure but the thing is when you search for adventure you normally find it so it's like when you read a book and it says the brave explorer set out to find/looking for adventure. I've read some explorer books...

T - So you link explorers with adventure?

C - Yes.

Post Reading

T - At the start of chapter 2, what made Fred think he was still probably alive?

C - Because death would be silent and more quiet.

T - I wonder why he thought that?

C - Because if you're dead you can't hear.

T - I see. And what do you think was going on around him at that point?

C - There were the birds that were shrieking because they were scared and the fire which was obviously roaring and bellowing and then himself: running. So there were a lot of noises.

R&E and Inf:

By understanding that nobody came when Fred called for help, Rose infers that he would be feeling lonely and even asks a question, placing herself in the role of the character.

LfE:

Rose demonstrates her understanding of authorial intent in her answers here, recognising that the only responses to his calls for help were from the falling branch and the fire.

T - So, how do you think the author made Fred feel like he was alone at that point of the story?

C - Because there wasn't really anything around except the birds and a snake.

T - Did he [Fred] call for anyone?

C - Yes, he said "Help! I'm over here. Fire!" Stuff like that but nobody came and that must have made him feel like he was alone in the middle of a rainforest. What am I going to do?

T - And what was it that responded to him? What was the only response he got at that point?

C - The branch falling and the fire. That would have made him feel even more lonely.

T - So he got the response from the fire. Excellent. What do you think Fred was feeling at this point in the story?

C - Intimidated.

T - Why?

C - Because, I think anyone would feel intimidated if they woke up and suddenly realised that they were on this unknown Island in the middle of nowhere.

T - What do you think he was feeling at this point of the story?

Inf:

Rose infers the feelings of the character at this point, further developing her previous response by asking a series of rhetorical questions and once again placing herself in role.

C:

Using her wider vocabulary knowledge, Rose associates the situation the character is facing with intimidation. She further explains her understanding in context.

M&S and C:

Using one word: 'bewildered,' Rose skilfully summarises the situation of the character as portrayed by the author. This demonstrates a clear understanding of authorial intent.

Lfe and Inf:

Showing her deepest understanding yet, Rose attributes the voice saying 'don't hurt us,' exactly as the author intends, to somebody already on the island. She also makes a clear distinction about what would have been meant if the voice had said: '*don't hurt me.*'

T&C and Inf:

Rose uses the word ancestors in her response to this question, showing an understanding of wider texts that involve indigenous peoples. She draws this conclusion from the dialogue we hear: '*don't hurt us.*'

C - I think he was kind of lonely and anxious because he didn't know what was going to happen. What might have happened to him? If his bones were broken or not?

C - The other thing he might have been feeling was bewildered because he might be shocked and confused What's happening to me? Oh no, I'm in the middle of the rainforest!

T - What does bewildered mean?

C - Doesn't it mean like, taken aback by what's happening and not understanding?

T - Absolutely, not sure what's going on.

T - Ok, so then we heard that voice: "Who are you? Don't hurt us." Who do you think that voice came from?

C - I think it might have been someone who had descended from ancestors who lived on the Island or who had somehow ended up there and started a tribe or something.

T - What makes you think it is someone already on the Island?

C - Because they said 'don't hurt us', not 'don't hurt me. ' If she said don't hurt me, I would think like maybe that she was just alone and she had crash landed somewhere else.

T - And if it is someone else, how do you think they would feel about someone new coming?

R&E:

This complex thinking question, asks Rose to place herself in the shoes of the people on the island, in response to which she draws drawing on her wider knowledge of dogs to further explain!

C - I think they would feel pretty reluctant to let them on their Island because it's been their home territory. It's like a dog letting another dog into their house.

T - That's a good analogy.

C - Because, dogs don't like other dogs in their houses.

Reading Journal Examples

Inference 17
Imagine that you are one of the characters in the story. At a part of your choice, write what you can see ... smell ... hear ... feel ... touch.

Beautiful, fighting Grendel.

28/09/17 bubbling See: brave men rushing to help.
plate Summeracy feel: hot, bubbling blood and sticky scales
Grendel hear: Grendel's denon screams
Smell: Grendel's patrid stink, coming off him in waves
Touch: Grendel's cold, metallic scales.

KG

5. dead, sun, by seeing his arm off, and
Caterpillar, and
4. Beautiful and Grendel
battled in the Grendel
head
3. Beauty came and and
he would fight his
but no-one believed
2. one night, Grendel
and he
people and be still with fear, just a
g telling you a story that he
driven fear into us for a thousand
years and more. For we still know
about these barons of the Knight, these
evil monsters that lurk beyond our
knowledge and world.

1. Hengyl built a big head hall,

M&S and Inf:

In these two activities, Rose infers what it would be like to be a character in Beowulf by choosing selected words and also summarises the book succinctly before writing a new blurb, which is a much more challenging task.

Thursday 7th September 2017
LO: To infer a character's thoughts and feelings

Biorn is impatient to go to Valhalla and to die an honourable death.

Biorn is frustrated because all the battles he has tried to fight have not ended well and all of his opponents have killed themselves.

KG

Biorn is a honourable viking because he is trying to die in battle.

He is annoyed to think that he especially might not get to Valhalla, especially as he tried so hard to get there.

Biorn is getting bad temper because at this rate, he will end at Helhaligen

KG

Inf: This seemingly straightforward inferential response leads Rose to write a third person story in which she details Biorn's ongoing quest to reach Valhalla (captured in GDS writing exemplification).

Select and Retrieve
Make a list of the words and phrases used in the text extract to describe Grendel.

Stalker of the Knight
death dealer
the monster
~~beast~~
Grendel-tyrant
the giver of death and destruction
rage wracked,
wicked bent,
fire blazing eyes
vile and vengeful creature
gore and guttars
callous killers arm
~~grendel~~
this merciless, murderous ogre
fear soaked
damned one
his enemy
Monsters from
beast
such creature's

S&R:

Rose demonstrates a clear understanding of the words attributed Grendel in the text, 'Beowulf.'

Bess, the landlord's daughter

She lived at the inn. Her father was a landlord. They were quite poor. Bess loved the Highwayman and the Highwayman loved her. She knew that Tim, the ostler (who looked after the horses) loved her as well, as much or more than the Highwayman, but she couldn't bring herself to love him, like she did the Highwayman, because he was so ugly. Bess waited patiently for the Highwayman at the window. She looked forward to seeing the Highwayman after moon. King she spending more money on a better house, better comfortable life. She looked forward to seeing the Highwayman. "Let's ride with me," she said to herself. "How many loves could do that to keep me happy?" King George's men marched up to the inn door, as she watched from her casement window. When they came up to her dingy attic room, she felt confused, anxious, worried sick and slightly shocked all at once. When



M&S, T&C and Inf:

In this detailed response to 'The Highwayman,' Rose is able to summarise the position of Rose, whilst inferring details from the text, which are not explicitly referenced in the prose itself.

She also demonstrates a deep understanding of the themes within the text and is able to place herself once again in the shoes of a character.

To support her responses still further, Rose even references vocabulary from the text such as: '...looked forward to seeing the Highwayman after the rise of the moon...'

11. Monitor and Summarise.

As Carly Beth moves once more into the dangers of her evil terror, The Hunted Mask, She finds out about the deserted stable and it's gases that lurk in its corners. But what scares her the most is that it was a mask that started off the trouble, all those years ago.

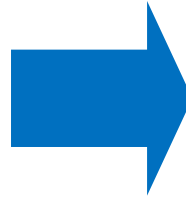
M&S:

Writing about 'The Scream of the Hunted Mask,' Rose explains what Carly encounters and what she discovers lurking in the corners, making links to the wider text and plot as she does so.

Inf:

The above response is made more powerful by her follow up activity in which she writes a diary entry in role of Carly, demonstrating her clear understanding of the character's thoughts and feelings, as well as the themes of the text.

Task design is key to her success here.



15. Inference

Dear diary,

I can't believe that actually happened! That was the most ~~scary~~ scary day of my life, and that includes my first Halloween with the hunted mask. This was my second Halloween with it and this time was even scarier! My friend, Lara, turns out to be a ghost, a ghost from the hunted stable come to get the mask. It ended up that I put the mask on myself, but those poor ghost horses saved me.

I'll tell you more tomorrow, diary, and wish me luck!

Carly Beth.

Inf:

Rose is able to show her understanding of the character here and further supports this in her illustration of a new character, who would be the opposite of the one from the text. This response also demonstrates an awareness of how to compare and contrast characters.

The words that Rose used to describe the character from the text were based on her inferences drawn from the character's actions and motives.



To Queenie.

I know how much you like and get along with Mr Jacob Kowaski, but I would advise you not to get too mixed up with him. After all, Queenie, Jacob is a No-Maj, (a Muggle) and it would be very dangerous for you and Mr Kowaski to become involved with him and his suitcase full of creatures. I know that you will probably not take very kindly to this letter, but believe me, it will break your heart to see him go.

from Rose

Inf:

In this response to 'Fantastic beasts and where to find them,' Rose clearly shows her understanding 'Muggles' as well as an understanding of the characters likely reactions: 'I know that you will probably not take very kindly to this letter...'

These personal responses to texts continue to demonstrate her ability to comprehend and reason at a deep level.

R&E:

Another response to 'Fantastic beasts and where to find them.' Rose not only explains what has happened in the story but the wider implications of the actions of the characters.

Comprehension: respond and explain. 2. 26.1.18

Crederence is never adopted by Mary Lou, meaning that she never gets the chance to beat him and his sisters, Modesty and Chastity. Because of this, Crederence does not become an Obscure, which wrecks half of London every other night, leaving him to practise his powers of a wizard in peace. Unfortunately, this also means that Grindelwald is not captured, and he is free to carry on being a dark wizard for "the greater good" until the famous Albus Dumbledore, headmaster of Hogwarts, friend of Nicholas Flamel, very powerful wizard, only known person that Voldemort fears, now half-protector of Harry Potter stops him in their legendary duel and puts him away in his own prison.

because they have different characters and a different story plot. In the little white horse there is no *alada-cadabara* type magic, but in *fantastic beasts* there is.

Inference 15

Write a letter home from the point of view of one of the characters in the book describing the events on Christmas Day. Use inference and deduction to show your character's thoughts and feelings.

Dear Ma, pa and Gracie,

Although I missed Gracie's 17th birthday, (and I was very sorry to) I have some strange news. ~~But~~ Gracie wouldn't be able to guess! This very morning, when I was "stood to" on the firestep with my mates Lacey, Billy and Will, something truly astonishing happened. One of those amazing ~~appened~~ Fritz who kept on shooting us walked out onto a world of white frost and snow, and then... he planted a Christmas tree. Just like that. Poof! And it's in. I was out-started.

Inf:

Rose continuously demonstrates her ability to place herself in role as a character and here not only demonstrates her understanding of the events but also shows the unexpected nature of the planting of the Christmas Tree by the Germans in 'The Christmas Truce.'

KING KONG

Where and when is the story set? Give evidence from the text.
It is set in New York because it says on page 11: IN NEW YORK CITY, it is set in the 1920's ✓

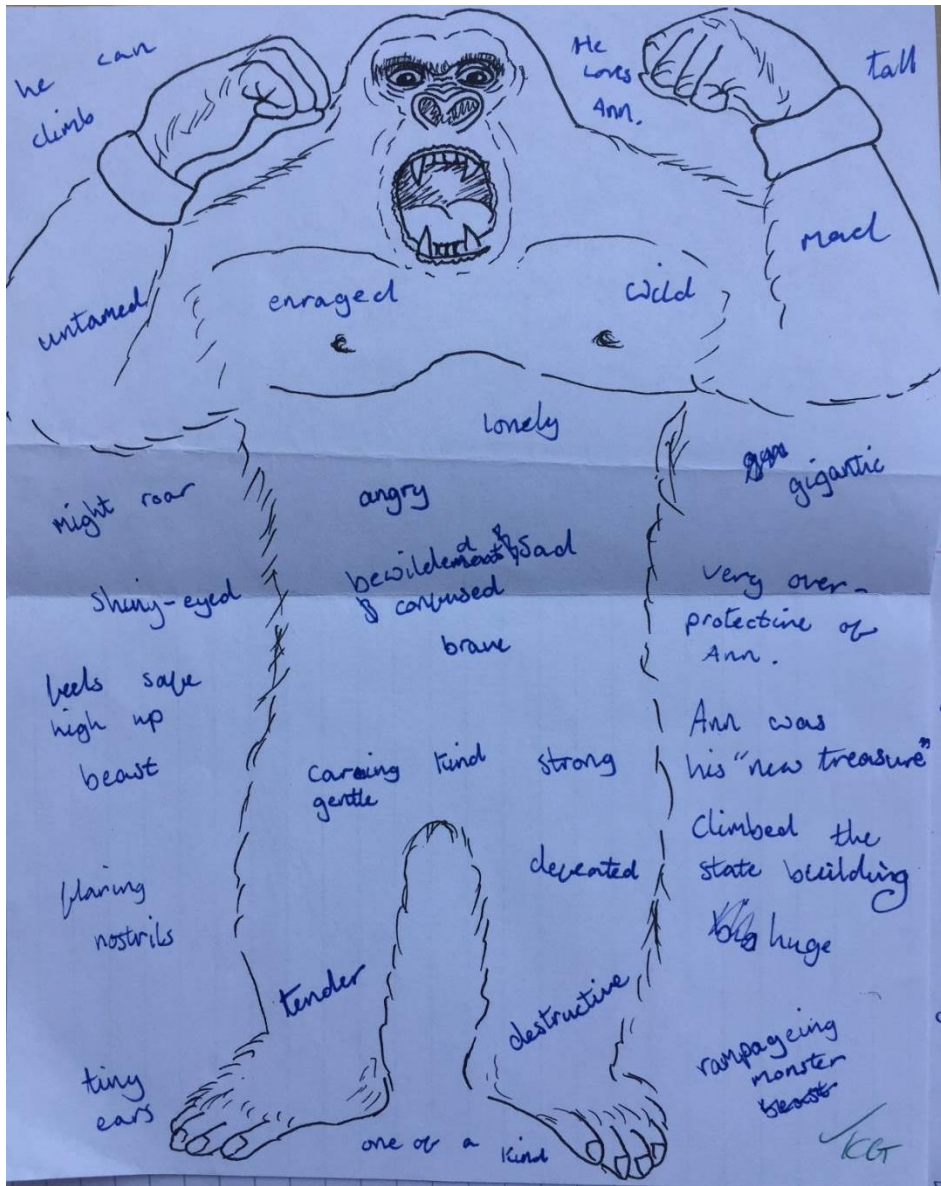


Describe the main characters so far? Carl Denham is crazy and mad because he does crazy stunts in his films. Ann is the beautiful girl he was looking for, and she agrees to go to with him for his film. ✓

Who is Denham looking for, and why? Denham is looking for a beautiful girl to star in his film because all the film companies wouldn't give him one because he does dangerous stunts in his films. ✓

Explain what you notice about the illustrations? In each picture there is a clue of a gorilla. Like a hand out of a coat, or a face hidden in the ship's wood. ✓

In this response, Rose demonstrates a number of key skills, explaining her understanding of setting, characters, themes and plot. She also draws on how imagery supports the story.



Inf and LfE:

Showing her understanding of the misunderstood Kong, Rose summarises not only the physical characteristics of the beast but also the emotional turmoil consuming him. She also makes clear her understanding of Kong's love for Ann through her use of 'new treasure' and 'over-protective.'

The contrast exemplified by the use of words such as 'flaring nostrils', 'bewildered' and 'tender' helps her to show her understanding of the motivations of the author in creating a character both feared and protected by those who encountered him.

Rose uses this to write a speech urging the citizens of New York not to attack Kong.

9.5.18

Themes and Conventions

23. Re-write a passage from the book putting yourself in it; use the style of the author.

I woke up this morning feeling cool and refreshed. delicious Breakfast was delicious. It was fruit salad, with believe an apple for starters. I still can't believe that I have a job. amazing clothes, makeup, and a full stomach! I'm a bit worried that I don't know where we're going, but Carl is a nice man, I'm sure I can trust him. I went off to explore the ship. It seemed to be heading South-West but there is nothing there but a few gulls. I came across ~~the~~ a good-looking man shouting orders at a dozen crew members. As he shouted at someone, his arm swung back and smacked me across the ~~for~~ face. He was quite ~~gruff~~ gruff, but and he warned me that he didn't think much ~~about~~ of women ^{on} his ship, but he was quite nice about ~~the~~ accidentally hitting me, and apologised. It didn't hurt, so I ~~for~~ forgave him. He was quite a strong man, and looked as ~~if~~ if he was more comfortable on a ship than if he was on solid land.

T&C:

Writing in role as a character, Rose is able to show her understanding of the themes explored as well as the place and time of the novel. She shows an awareness of the vulnerability of the character she is portraying in her trust of Carl and also by demonstrating that she is seemingly unaware of the destination of the ship. Drawing on language used by the author, Rose is also able to use this for effect in her writing.

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