

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 1 Eurisa (EAL)

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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 at Age Related Expectations (ARE): Year One – Eurisa (EAL)

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for reading in Year One. This pupil is working within age-related expectations.

Commentary

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

Eurisa is a confident and fluent reader who is happy to read aloud and share her thoughts and ideas with others. She speaks English as an additional language (EAL) which quite often means she will need extra support, or pre-teaching, around clarifying word meanings and making links between known and new vocabulary. Her parents are not particularly fluent in English either. She is now able to ask many of her own questions to support clarifying, but some of the examples of work in this exemplification show how the teacher has supported this journey. Eurisa is a confident girl who will read aloud to her peers and her teacher. She is currently reading stage 6/ orange books and has no difficulty with the word reading. She is able to select information and key facts from a wide range of books and she uses this in her own writing. She enjoys reading poetry, books that rhyme, and has great fun making up new alternatives for the lines. She likes to visit the school library often; challenging herself by reading a more diverse collection of fiction, but especially traditional tales. She is starting to make some links between these books and is starting to explore the similarities and differences between books and other media.

Video Exemplification

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.



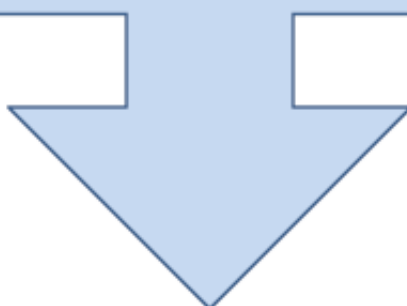
Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<i>Respond speedily with the correct sound to graphemes (letters or groups of 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 Ask questions and express opinions about main events and characters in stories	<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> Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
	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 Can seek out books around a simple theme or topic	Recall the main points of a narrative in the correct sequence		Explain clearly their understanding of what is read to them	Make inferences on the basis of what is being said and done	Identify how repetitive patterns, words and phrases aid their enjoyment of the text	Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction
	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		Find key points in a story or some key facts from an information text	Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.		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>
	Phase 2							
	Phase 3							

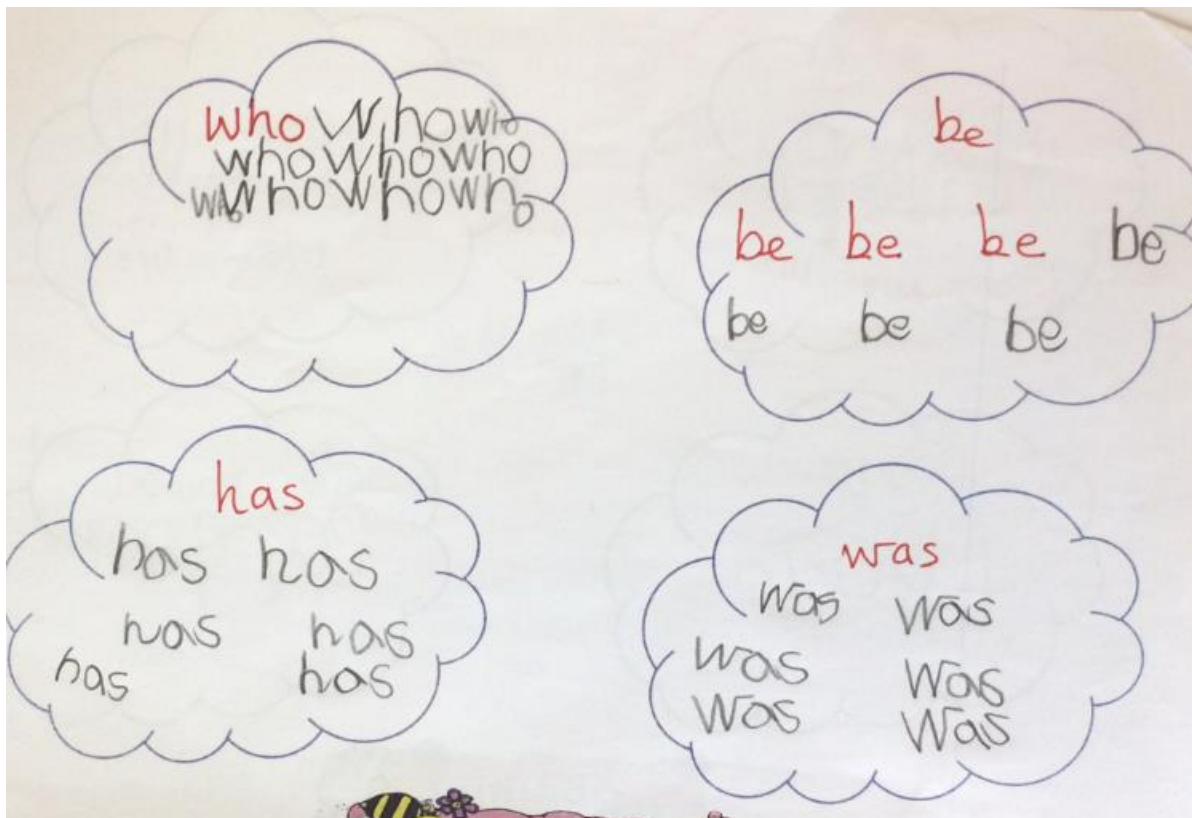
Milestone 1 – Phase 1

To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced

APPRENTICE READER

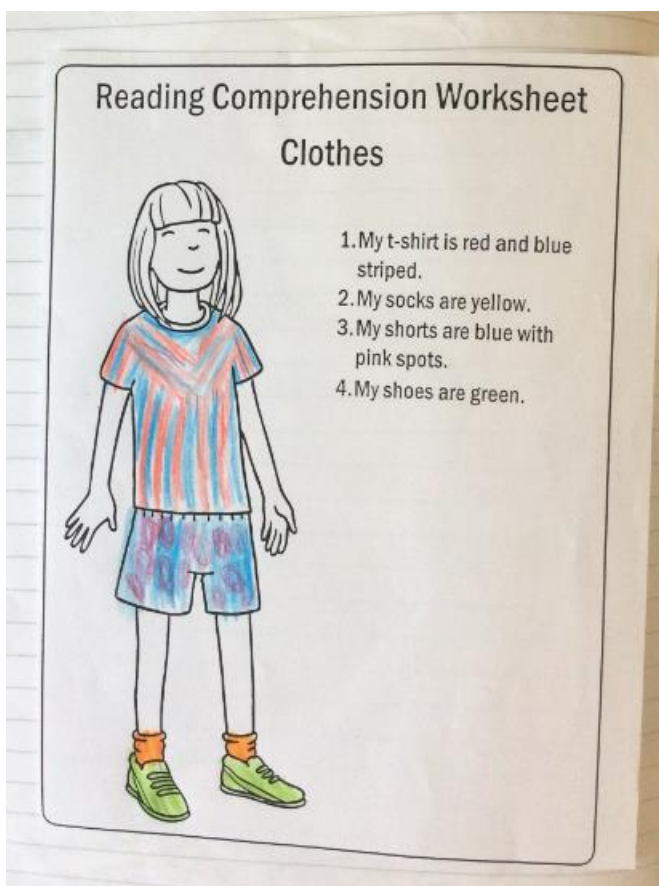
- Becomes familiar with a known book, building up a repertoire of known texts to which they want to return to again and again
- May not always select the appropriate strategies when reading
- Draws upon the reading experiences they have had to inform reading for pleasure
- Enjoys listening to, sharing and joining in with discussion of a range of familiar texts
- With guidance and support pupils will choose age-appropriate and sufficiently challenging texts to read for pleasure
- Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw
- With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge and their own experiences
- Begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views
- Likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills.





WR

Read common exception words **that have been taught**, noting unusual correspondences between spelling and sound and where these occur in the word.



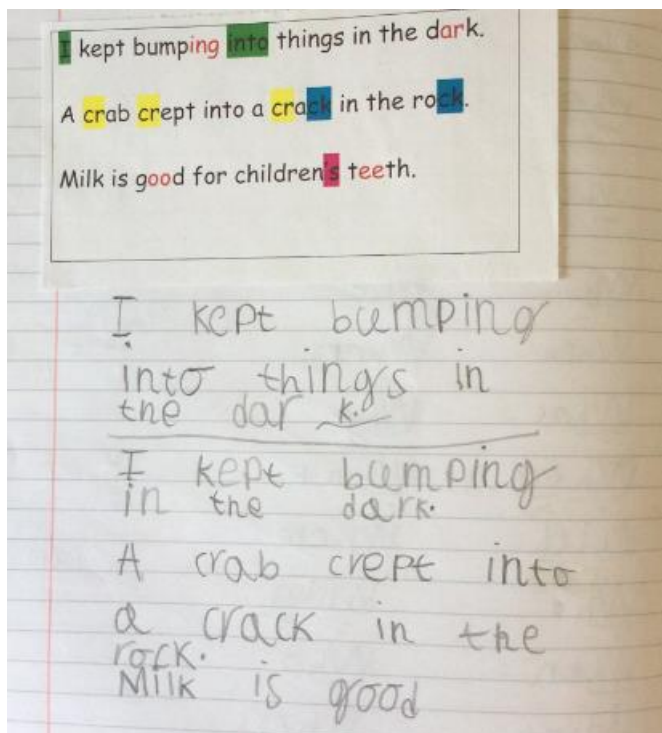
Clarify

Understand both the books they can already read accurately and fluently, and those they listen to.



R&E

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.



Clarify

Understand both the books they can already read accurately and fluently, and those they listen to.

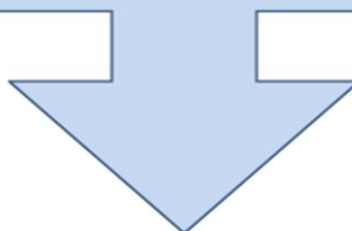


Milestone 2 – Phase 1 and Phase 2

To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced

APPRENTICE READER

- Becomes familiar with a known book, building up a repertoire of known texts to which they want to return to again and again
- May not always select the appropriate strategies when reading
- Draws upon the reading experiences they have had to inform reading for pleasure
- Enjoys listening to, sharing and joining in with discussion of a range of familiar texts
- With guidance and support pupils will choose age-appropriate and sufficiently challenging texts to read for pleasure
- Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw
- With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge and their own experiences
- Begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views
- Likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills.



COMPETENT READER

- Read familiar and new texts with confidence for more sustained periods
- Show a growing ability to make sense of what they read using a wider range of strategies
- Developing a growing enthusiasm for a wider range of reading material
- Increased fluency aids comprehension and allows them to self-correct
- Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print.
- Draws upon a wide range of reading material to influence writing
- Link reading to their own experiences and are able to read age-appropriate texts independently
- Evaluate the books they meet; articulate views and preferences, making connections to other texts they have encountered.



The clown dancing with the ball.
 The tall man has no shoes on.
 The man was crying like a baby.
 The silly clown danced with the ball.
 The tall pomtree was a big tree.

R&E

Ask questions and express opinions about main events and characters in stories.

T&C

Become very familiar with key stories, fairy stories and traditional tales, retelling them.

Understand the difference between fiction and non-fiction.



Comparing Two Stories by the Same Author

Choose two stories by the same author and compare them using the Venn diagram below.



Story 1

One Night Snowy

winter

cold

snowy

male

animals

stayed at

Percy's

Story 2

After the Storm

Autumn

windy

rainy

Animals houses

were destroyed

by the storm

Percy's

a tree house

Percy

fox rabbit

male

badger

owl

beech

mice


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eye	kicked	display
everyone	ball	forgot
went	won	watched
school	goldfish	her
wanted	teddy	watch
book	couldn't	fight
a	cross	bumped
bought	gym	won

Everyone went to school.

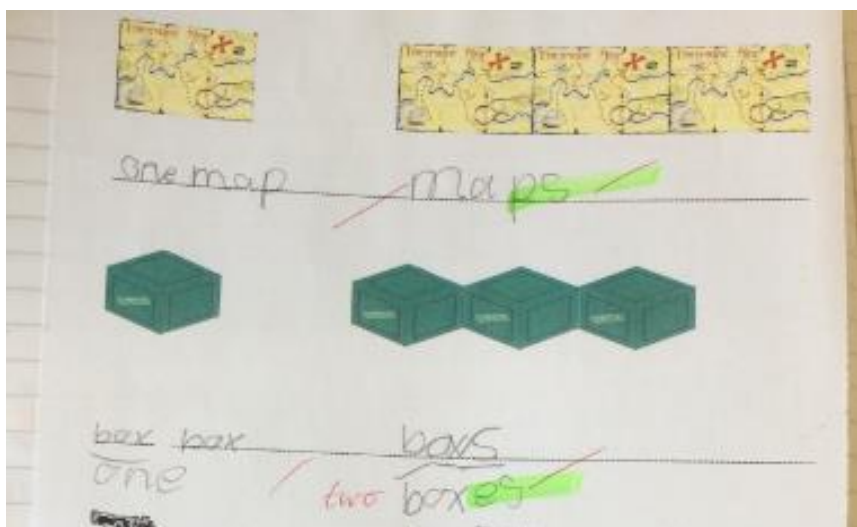
WR

Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word.

Read other words of more than one syllable that contain taught GPCs.

Clarify

Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher.



WR Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.



LO: To identify and sequence the main events in the story of "After the storm".

Success Criteria		
I have put pictures in order as happened in the story.		
I have talked to my talk partner about what happened in each picture.		
I have written a sentence for each picture.		

After the Storm

Beginning



Percy was very disappointed of the storm. The trees are very sad. Animals Percy looked outside the window.

Middle



Percy and the animals were looking for a tree house. Percy and the animals fell into the water. Percy and the animals

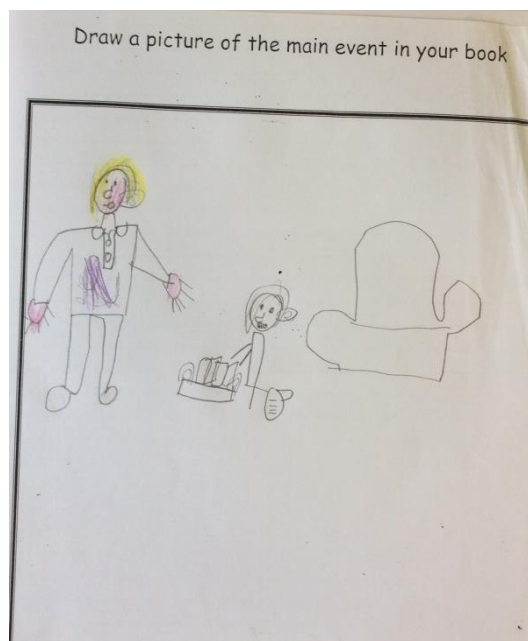
End



Percy and the animals found a tree for a house.

M&S

Recall the main points of a narrative in the correct sequence.



T&C

Discuss the significance of the title and events.

2677



Rabbit's Wish

LO: To make inferences on the basis of what is said and done.

Write a thought bubble for the rabbit in the picture below.

It's all my fault.

I feel guilty.

I shouldn't wish that hedgehog would



Inf

Make inferences on the basis of what is being said and done.

T&C

Become very familiar with key stories, fairy stories and traditional tales, retelling them.

Comparing Parks

Good observation, Eurisa! (✓)

Our Park

adventure play ground

gate foot ball pitch

Van car park

magpie slight

phone

adventure

ch

(2nd)

Both Parks

bench

bin

trees

bushes

more hares

grass

Percy's Park

stone bench but large

bridge old oak tree

river



Milestone 3 – Phase 1, Phase 2 and Phase 3

To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	Expert and	Competent and	Apprentice

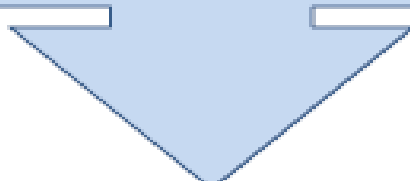
COMPETENT READER

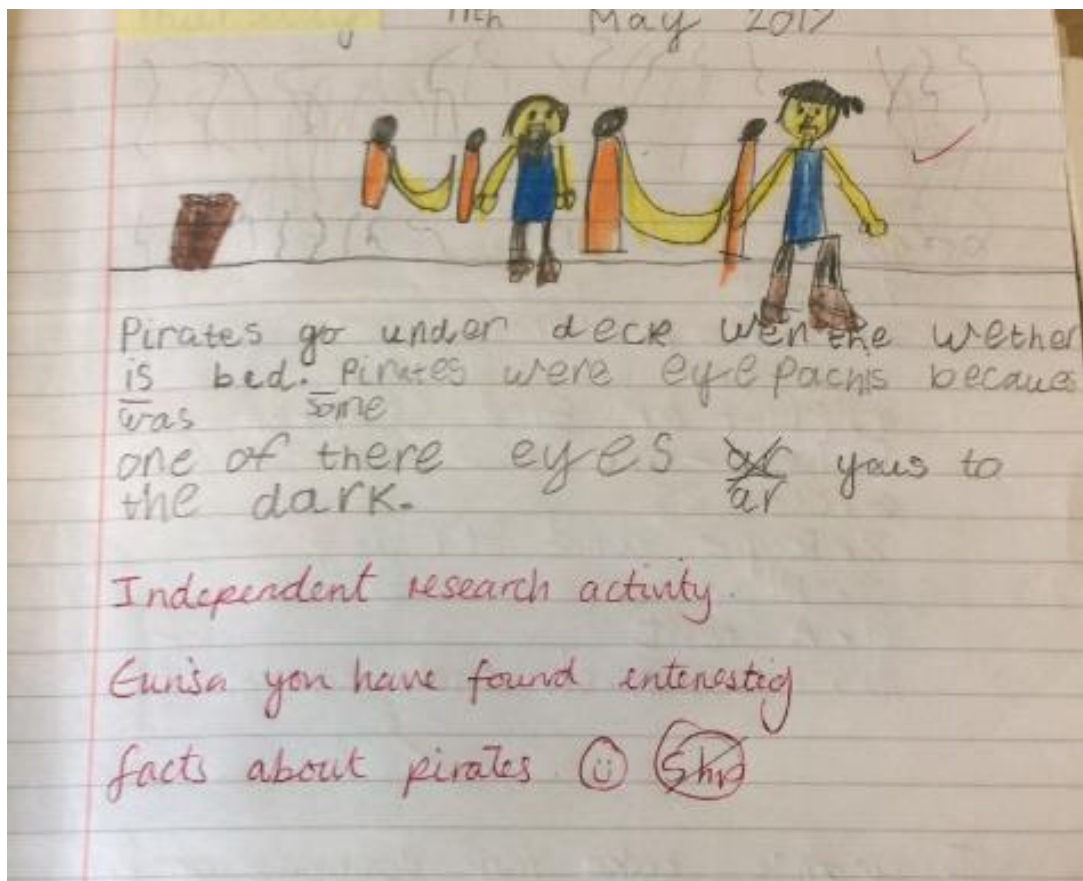
- Read familiar and new texts with confidence for more sustained periods
- Show a growing ability to make sense of what they read using a wider range of strategies
- Developing a growing enthusiasm for a wider range of reading material
- Increased fluency aids comprehension and allows them to self-correct
- Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print.
- Draws upon a wide range of reading material to influence writing
- Link reading to their own experiences and are able to read age-appropriate texts independently
- Evaluate the books they meet; articulate views and preferences, making connections to other texts they have encountered.



EXPERT READER

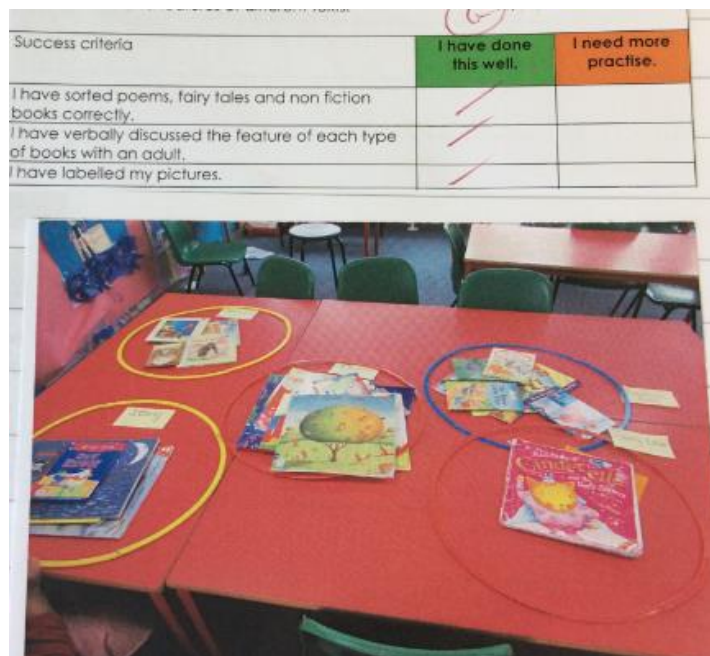
- Are able to read for longer periods and cope with more demanding texts
- Approaches familiar and unfamiliar texts with confidence
- Use a fuller range of strategies to navigate texts
- Understanding of different literary devices revealed through discussion and writing
- Infers beyond the literal; draws on multiple skills across domains
- Developing own reading preferences and showing interest in new authors and genres
- Make links between texts, experiences and the wider world
- Can cope well with the reading of the wider curriculum
- Become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.





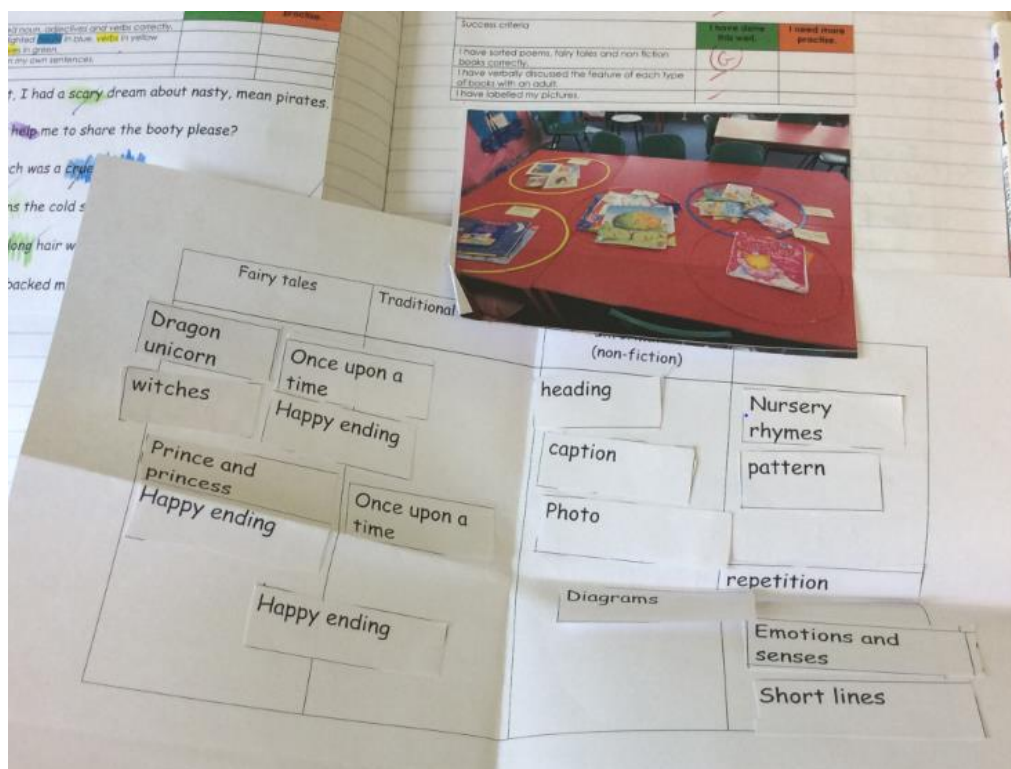
Clarify

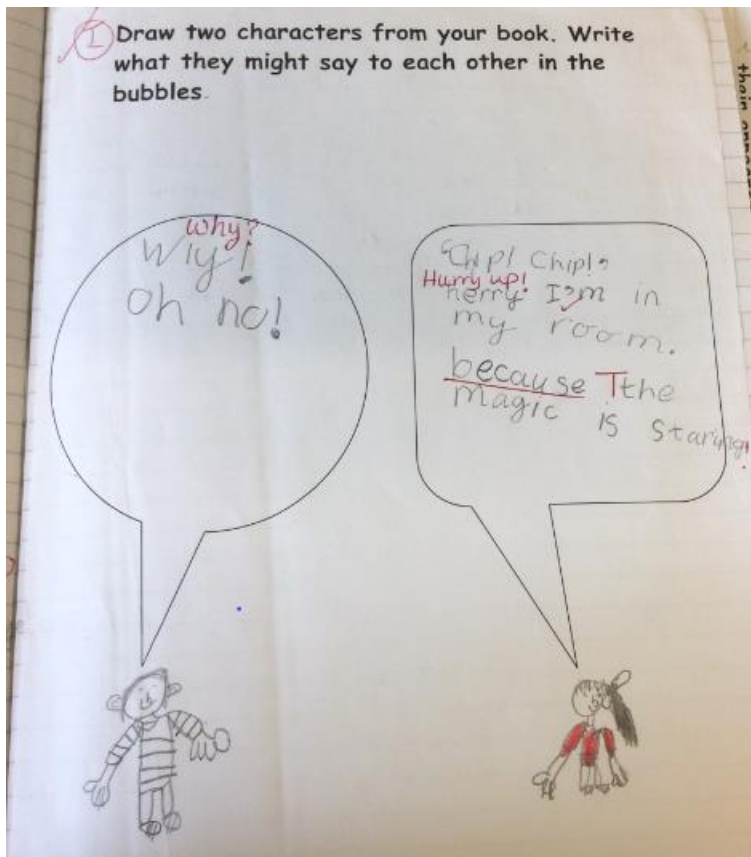
Can seek out books around a simple theme or topic.



T&C

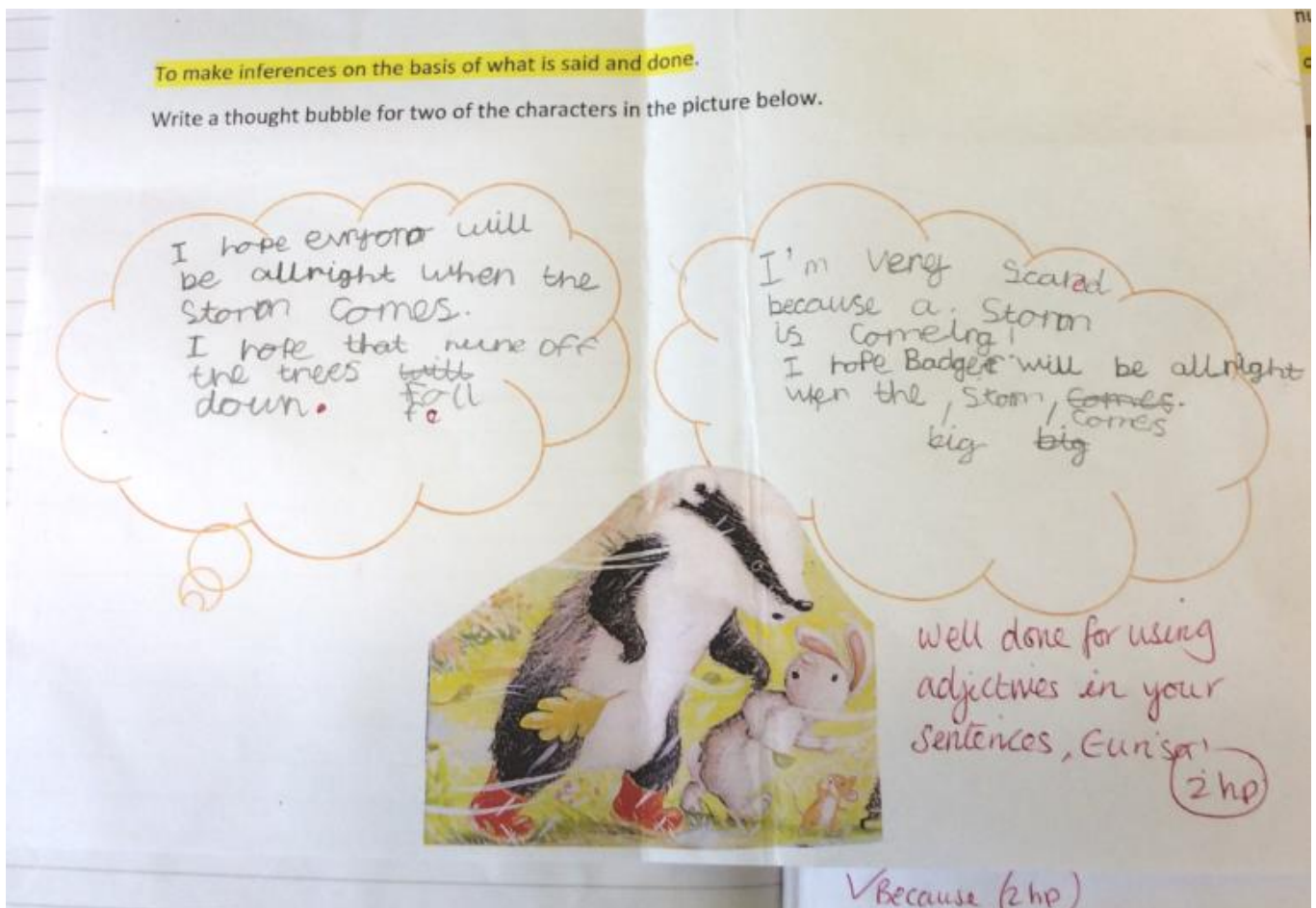
Understand the difference between fiction and non-fiction.





Inf

Make inferences on the basis of what is being said and done.



Far away, on the other side of the lake, the tops of Hedgehog's
bramble patch poked up above the swirling, muddy water.

To predict the next part of the story based on what they know so
far.



What do you think might happen to the Hedgehog? Remember to use
because in your sentence.

I think the Hedgehog
had drowned ~~because~~
he was asleep
inside &
buried
his den.

(CW)

✓ Because (2hp)

Inf

Predict what might happen on the basis of what has been read so far.



End of Year

To be “on track” at.....	Phase 1 objectives	Phase 2 objectives	Phase 3 objectives
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	Expert and	Competent and	Apprentice
End of Year Age related expectations	Expert and	Expert and	Competent / Expert



1. LO: To use text to answer questions.

Find and copy the sentence that gives information about the main character.

Sn
Small Bear was a bear in a Saloir ✓

2. LO: To make inferences on the basis of what is said and done.

How do you think the Small Bear is feeling at the beginning of the story? Remember to use the word **because** in your sentence.

Small Bear was sad because he was lonely. ✓

3. LO: To use text to answer questions.

Find and copy the sentences that give information about the Small Bear's boat.

He made a boat from some pieces of wood and a barrel. ✓

4. LO: To answer questions about the story.

What happened to the Small Bear's boat when the sea grew too rough? Small Bear's boat crashed in an ilin. The bear Island. ✓

S&R

Find key points in a story or some key facts from an information text.

Inf

Make inferences on the basis of what is being said and done.

R&E

Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.

Tuesday 13th June 2017
heading

Florence Nightingale

Florence was born 12th May 1820, in Florence, Italy.

Florence The Nurse
Florence wanted to help people, so she became a nurse. A war started and Florence went to look after the soldiers who had been hurt. Other nurses went with her. Hospitals were not very nice places in those days.

Picture  **Caption**

- Not enough medicine
- Poor food
- Not enough beds

There weren't any toilets so the hospital was very dirty and smelly. Florence wanted to make things better and the other nurses helped her.

What Did They Do?



Clean



Washed their hands



Got better food

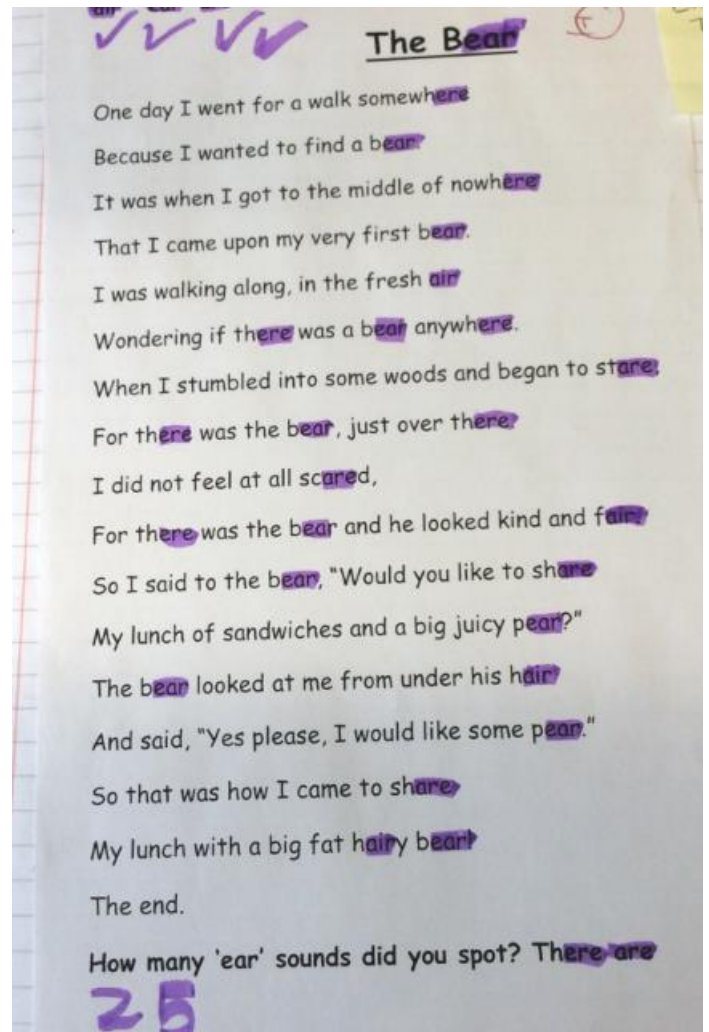
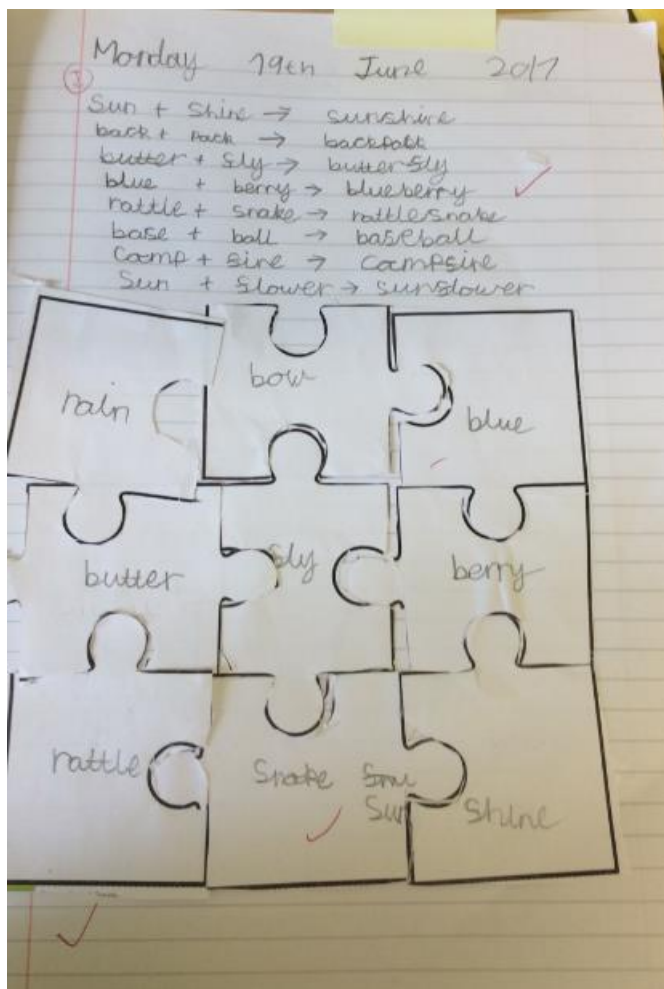
This helped to save lives. Florence spent the rest of her life trying to make hospitals better places for everybody.

Did You Know? Florence was called 'The Lady with the Lamp' because when it was dark, she carried a lantern with her around the hospital.

Choose characters from your books.

WR

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**.



Clarify

Discuss word meanings, linking new meanings to those already known.

Wednesday 10th May 2017
The Ruth and Luck went to buy
new wely boots because it
✓ new was there mums
birthday.
Lucke went to the park
because it was a hot day.
Ruth and Lucke went to the
swimming because it was a
party for there mums.
Lucke and Ruth to the shop
it mum.
well done for correcting your spellings.
① Re-telling the well-know story.

M&S

Recall the main points of a narrative in the correct sequence.



Video Transcript

Year One – Eurisa's Transcript- *The Queen's Hat* by Steve Anthony

T- (Sharing the front cover) Look. Who's this? This is 'The Queen's Hat.

P- Is this her hat?

T- What do you think might happen to her hat?

P- It could get stuck on the tree.

T- It could do. Shall we find out?

P- It's swirling (pointing to the hat).

T- Wow! It is swirling...like those leaves. What type of day do you think it is if the leaves are swirling?

P – Autumn.

T- It could be, couldn't it? Okay. Over to you.

P- (child continues to read)

T- What did the wind do? The wind went...

P- The wind went swish. (Child continues to read).

T – Her favourite hat? Have you got a favourite something?

P- Child nods.

T – What's your favourite something?

P- My favourite toy bird.

T- Aaaah! A favourite toy bird? Is it very special to you?

P- child nods.

T- How would you feel if your bird/toy disappeared?

P – I would feel sad.

T- I think you might.

P- (Child continues to read).

T- soared – well done.

P – (Child continues to read).

T – What do you think soared means? Shall we read the sentence again – you read it beautifully.

P- (child reads the sentence again)

T- So, what do you think it means?

P- Really high.

T- I think you might be right. Let's have a look. Let's turn the page.

P- (Child continues to read).



T-all the way to... Where do you think the wind is going to blow the Queen's hat? Where do you think they are? Where does the Queen live? Most of the time, not all of the time.

P- In England. She's the Queen of England.

T- She lives in England, in a place called...?

P- London.

T- In London. Do you think they are in London?

P- Yes.

T- So they are in London. The wind might blow the Queen's hat all the way...

P- around London.

T- Shall we have a look? All the way to.

P- Tra...fal...gar Square

P- (Child continues to read). (Laughs at the picture of the Corgi on the head. T and P laugh).

T- Do you know what type of dog this is? What breed of dog?

P- (shakes head).

T- They are called Corgis. The Queen has lots of Corgis.

P- I watched a film one evening about the Queen and she was the princess, with her sister-Martha.

T- Okay. And was it good fun? Did they go through and visit lots of different places in London?

P- My favourite was everywhere.

T- So, this Queens' hat has gone to Trafalgar Square and all through to...

P- London Zoo. (Child continues to read).

T- That's right, use your phonics.

P – All a...l...o....ng.

T- That's right, along. It was just that final sound, wasn't it? ng

P- (Child continues to read). (She laughs).

T- Look at what she is doing!

P- She is driving the London underground train.

T- She is driving it. Look at the guards. Do they look happy?

P- No. Because they are all squished!

T- (pointing to the picture). There is even one laying across the top!

P- (laughing) His hat is falling off.

T- They have even got red and white stripy socks. (laughing)

P- She is driving it too fast! The London Eye. I went on the London Eye one day. I went to London.

T- Fabulous! So, you've seen lots of these places?

P- Hmmm...mmm... continues to read.

T- Why do you think the words are doing this?

P- Because the London Eye is round.



T- ...and the words are going...

P- ...around.

T- They are, aren't they?

P- It's called Tower Bridge (Child continues to read).

T- Big Ben.

P- It's not Big Ben. Lot's of people call it Big Ben, but it's not.

T- Why's it not Big Ben?

P- Mmmm...(points to the bell)

T- It's just the name of the bell, isn't it? Yes – well done!

P- (child continues to read).

T- Which way is the book going to go?

P- (turns book around to portrait view and continues to read).

T- gently. Well done!

P- (continues to read)

T- palace. Yes – well done.

P- (continues to read)

T- We had that word before, didn't we?

P- along?

T- along – well done.

P- (Child continues to read) along with the Queen's hat

T- Does she look happy?

P- (nods and smiles).(Child continues to read).

T- cup of tea. She's going to have a cup of tea because now she's got her...?

P- Hat.

T- Wow! Thank you for sharing that with me. Did you enjoy that?

P – (nods)

T- What was your favourite bit?

P- When she lost her hat.

T- I liked the bit when it blew over the lion in Trafalgar Square. That was my favourite bit.

P – Everything is my favourite bit.

T- It's good, isn't it?

