

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 1 Oliver



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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 - Oliver

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.

Oliver reads competently, however he is not always fluent and still makes quite a few phonetic errors in the course of his reading. He is quite a shy and timid character and will not always share his thoughts and opinions around a book very easily. His reading can be difficult to hear sometimes and he is hesitant about reading his own writing to others. He is the youngest boy in the year group and can still be quite immature in his approach to questions and discussions. Although he is reading books from the turquoise book band, it is felt that he does not address the other domains of the reading curriculum securely enough in his responses –whether these are written or verbal.

He can retrieve simple information from books and he enjoys reading a range of non-fiction books; easily finding key facts and talking about some simple layout features.

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.



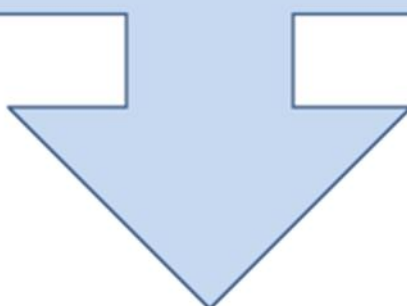
Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<i>Respond speedily with the correct sound to graphemes (letters or groups of 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							

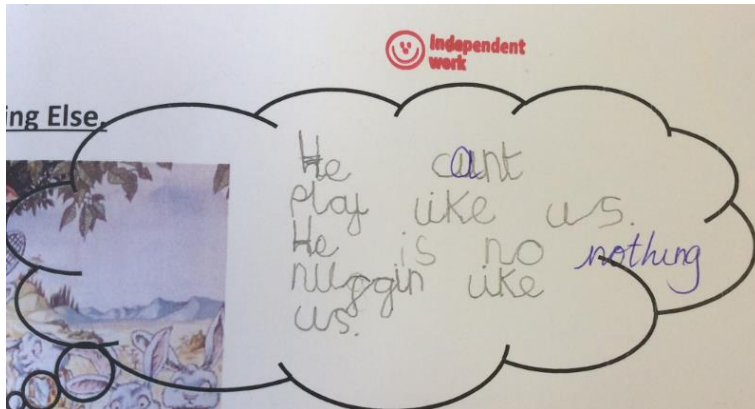
Milestone 1 – Phase 1

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

APPRENTICE READER

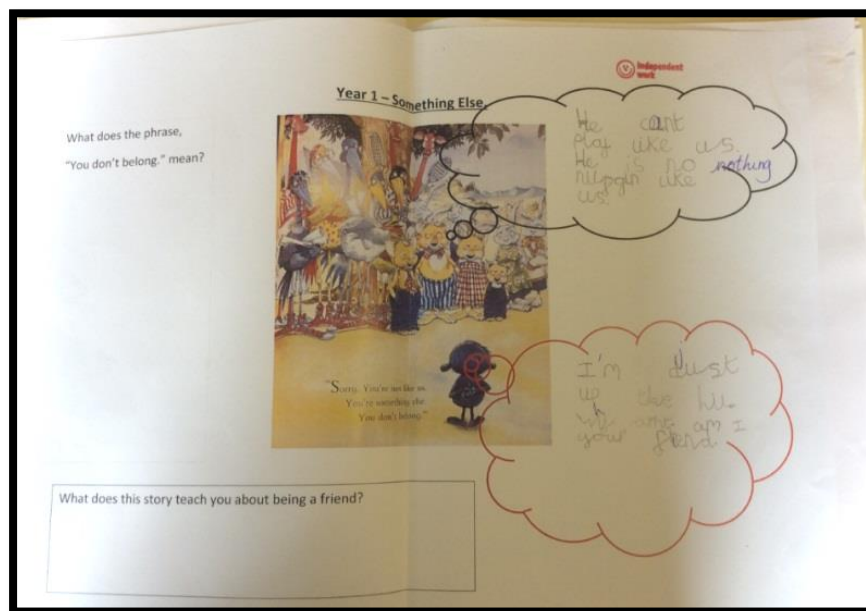
- Becomes familiar with a known book, building up a repertoire of known texts to which they want to return to again and again
- May not always select the appropriate strategies when reading
- Draws upon the reading experiences they have had to inform reading for pleasure
- Enjoys listening to, sharing 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.





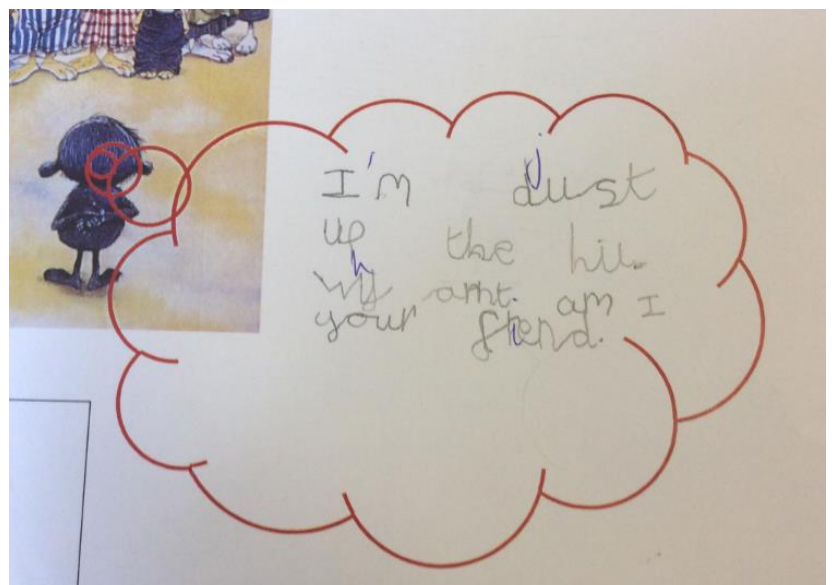
R&E

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



Inf

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

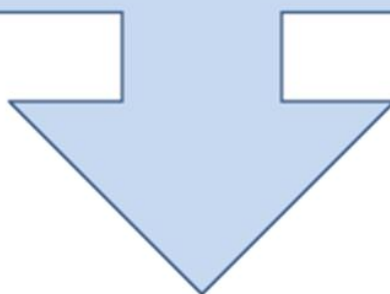


Milestone 2 – Phase 1 and Phase 2

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.



2/11/16 Ollie read "Run Rabbit Run"
 fabulous job! No help needed
 & words flowed better & quicker T.H.

7/11/16 Ollie read "Pirate Adventure"
 Great job, did really well.
 Words starting to flow better
 & using expression looking
 for punctuation. T.H.

WR

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.

Re-read books to build fluency and confidence.

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.

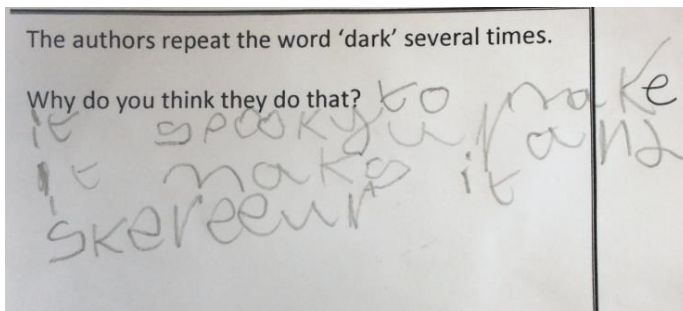
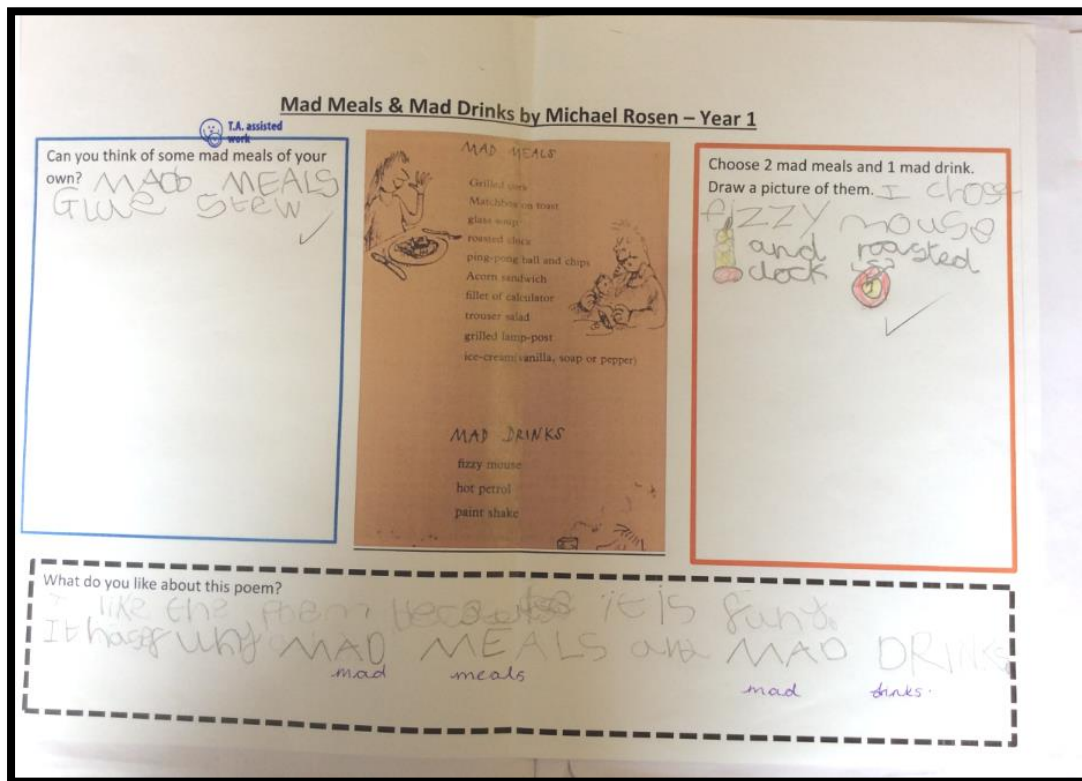
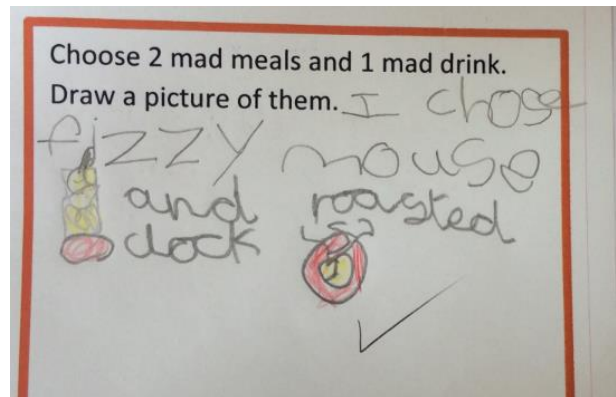
2/11/16 Elephant Diary Pg 11 - end

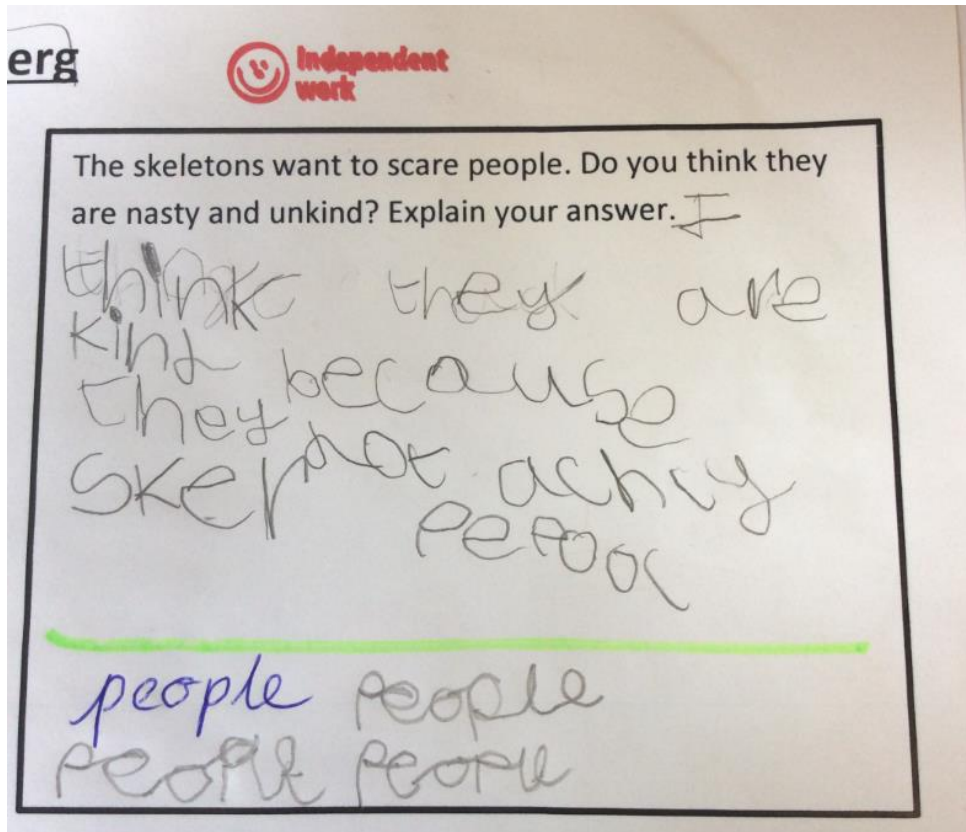
6/11 Ollie read "Come In" to Grandad.
 Excellent effort no assistance required.

7/11 Ollie read "Look Smart". He really enjoyed this story and laughed every time they got dirty!!
 T.H.

LfE

Identify how repetitive patterns, words and phrases aid their enjoyment of the text.





Inf

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

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.



What do the following animals sit on?

Bears sit on... chairs ✓

Slugs sit on... rugs ✓

Pigs sit on... wings ✓

LfE

Recognise and join in with predictable phrases.

Identify how repetitive patterns, words and phrases aid their enjoyment of the text.

Oi Dog – Year 1.

What do the following animals sit on?

Bears sit on... chairs ✓

Slugs sit on... rugs ✓

Pigs sit on... wings ✓

Make some up of your own.

Ants sit on
leaves
on trees



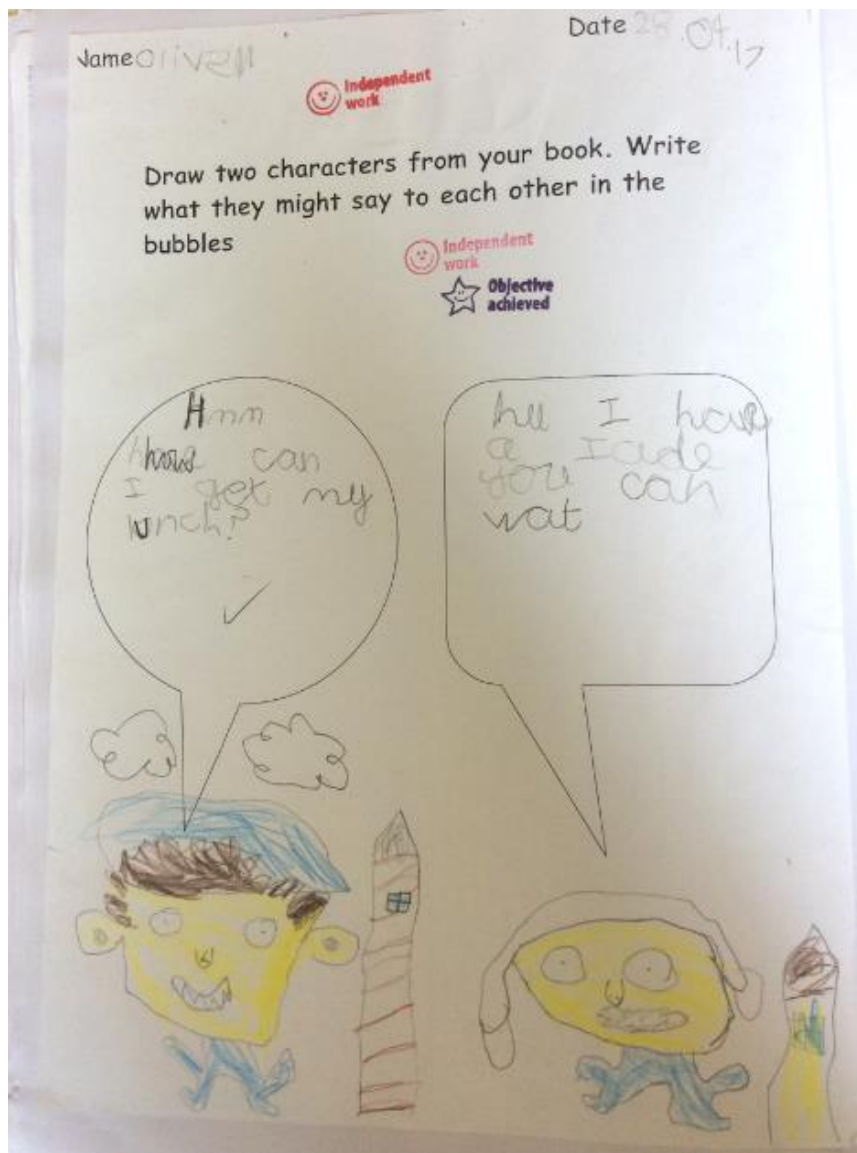
Which is your favourite part of the book? the dog why? because he is cute and funny.

Would you rather be friends with the cat or the dog? Explain why.

I would be friends with the dog.
would with with with

Make some up of your own.

Ants sit on
leaves
on trees
on leaves



Inf

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

2-17 Ollie read "Tour de France" needed help with just a couple of words "cyclist" but did the rest himself - Great job! F.H.

WR

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.



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

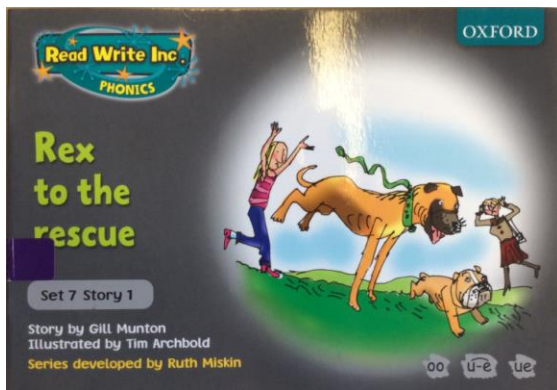


WR

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.

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.



0-5-17 Turquoise level
The Lost key - play scripts
0-5-17 Ollie really enjoyed reading "The lost key" with me as a play. We used different voices for the characters and injected a bit more expression!
1.4

"Thank you!" said Luke to Fran.
He stooped to stroke Rex.

"Good boy!" he said.
"I want all the dogs to call a truce.
No more fighting! Okay?"

"Yep!" barked Bruce.

"Yep!" barked Rex.

"Sploosh!" barked Duke,
through a mouthful of green slime.

Monday 8th May 2017 *Oliver*
 Can you track Mr Grinling's feelings on this timeline?

Always start with a capital!

Beginning Middle End

At the beginning he was happy and was very joyful.
 At the middle he was sad because the seagulls stole his blanket.
 At the end he was happy because he got it back.

M&S

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

S&R

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

2004.17

Independent work

😊 Likes:
 I like the sun and I do like the angry lighthouse keeper.

☹ Dislikes:
 I don't like the rope. I don't like the clouds.

? Questions
 Why does the sun look like it is like a face?

Does this book remind you of anything? It reminds me about a seagull.

Very neat! H. Leach

T&C

Discuss the significance of the title and events.

R&E

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

Check that the text makes sense to them as they read, correcting inaccurate reading.

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



06.06.17

Year 1 – Character Analysis - The Lighthousekeeper's Lunch.

Clear off
you varmints
varmints



Who are the good characters
in this story? Mr Grinning
and Mrs Grinning ✓

Who are the bad characters?
the seagulls. ✓

Who saves the day?
Mrs Grinning ✓

Can you find any words you don't understand in this story? What are they? Can you find out their meaning?

mean
having
nothing
working

feel about
on a slumping
made something
hard

perched
means
industrious
✓

varying
you are
means

Video Transcript

Year One- Oliver's Transcript – *You Can't Take an Elephant on a Bus* by Patricia Cleveland-Peck

P- (Child reads title of book and the first verse)

T- (points to the enlarged type face of 'elephant') Why do you think this looks different?

P – That's massive writing.

T- Yes – why do you think?

P- Because the elephant is big and the word bus is smaller.

T- So, why can't you take an elephant on the bus then?

P- Because the elephant would squash the seat.

T- It would, wouldn't it? Shall we carry on.

P- (Child continues to read)

T- Have you ever seen a monkey before?

P- Yes – at Marwell Zoo

T- Do you think monkeys are always quite naughty?

P- Where you went for the school trip.

T- Yes I did. I went with the year twos though.

P- That's where you go – to our Marwell Zoo.

T- The same Marwell?

P- Yeah. So, that's where I've seen the monkeys. They're quite (attempts to say) mischievous.

T- Mischievous? Is that what you wanted to say?

P- (Child continues to read).

T- What does panic mean?

P- Panic means aaaaah!

T- Frightened? Scared? Imagine waking up to that!

P - (Child continues to read) This is a funny one – (pointing to the picture of the seal)

T - Do you think this will be a good idea?

P- No.

T - Why not?

P- Because at the next turn, he'll just turn and all the people will fall out. (Child continues to read)

T- What do you think slither means?

P - (moves his arm across the page like a snake accompanied by a slithering sound)

T- What animal do you know that moves like that?

P- Mmmm ... a worm



T - Or a snake, maybe

P – They go up and down sometimes. (Child continues to read)

T - read this word again (pointing to throw)

P – Th...r...ow...

P - (Child continues to read – with intermittent laughter)

T – What do you think rage means then? (Teacher reads sentence to child)

P – (Doesn't really know as he shakes his head and mumbles)

T- Rage would mean he's getting really angry.

T - What do you think bizarre means?

P- Like he can't really do it because...

T- It's unusual. Yes – good thinking!

P- Because you cant get those little roller skates.

T- Yes, you just don't do it, do you? It's just very unusual.

P – (Child continues to read) capsizes means it will tip over (moving his hands from side to side)

T- Yes, then what would happen?

P- It would stay there and sink.

P- (Child continues to read)

T-Do you think this will be a good idea?

P- No!

T- Why not?

P- Because he's too big!

P - (Child continues to read) p...e...dal? Pedal?

T- Yes- good - pedal. Do you know what pedal means?

P- Yes – when you cycle.

T- Good! (Laughter).

P- (Child continues to read)

T- Excellent.

P- (Child continues to read)

T- One best to avoid? What do you think avoid means?

P- Not to go near him.

T- Yes - good. We have all the animals here.

P – (Child continues to read in a *very animated* way!) con...vey...an..ce...

T- Conveyance. Well done!



