

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 3 - Isla



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- Milestone 1 – Phase 1
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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 3 - Isla

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

Commentary

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

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

Isla is beginning to respond with some confidence to an increasing range of texts, including poetry, non-fiction and traditional tales. She enjoys reading a range of fiction books, especially books about animals, fairies and princesses. She also likes poetry. She can share her opinions and thoughts with small groups but, quite often, will need some prompting to do so. She is beginning to ask some relevant questions to further her understanding, although she lacks confidence in her own ideas. She enjoys exploring new language and playing with new words and expressions. She is now beginning to use these effectively in her writing. When reading out loud, her expression and intonation supports the tone of the writing. She is starting to explore themes and conventions at a surface level and now needs to develop these answers further. She is growing in confidence when reading her own writing aloud to her peers, using punctuation and some expression to aid her.

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.



READING								
Year 3	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 (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	- Ask questions to improve their understanding of a text - Use dictionaries to check the meaning of words that they have read - Use a range of known strategies appropriately to establish meaning in books that can be read independently	Show understanding of the main points drawn from one paragraph	- Uses text features to locate information e.g. contents, indices, subheadings - Locate and retrieve information using skimming, scanning and text marking	- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks - Discuss words and phrases that capture the reader's interest and imagination	- Predict what might happen from details stated and implied - Draw plausible inferences, often supported through reference to the text	- Identify how language, structure and presentation contribute to meaning - Discuss the effect of specific language on the reader	- Read books that are structured in different ways and show some awareness of the various purposes for reading - Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales - Identify and name presentational devices in non-fiction
Phase 2		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Show understanding of the main points drawn from more than one paragraph	Begin to recognise fact and opinion	Begin to use vocabulary from the text to support responses and explanations	- Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions - Justify inferences with evidence	Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them	- Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally - Can explore and discuss underlying themes and ideas
Phase 3				- Retrieve and record information from non-fiction - Extract information and make notes	Use specific vocabulary and ideas expressed in the text to support own views		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 (Year 3 /4 writing National Curriculum)	

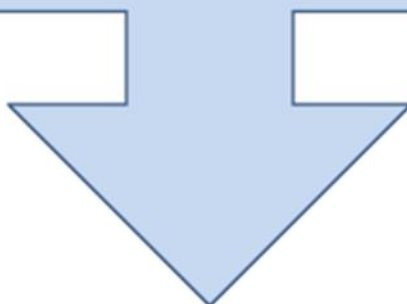
The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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

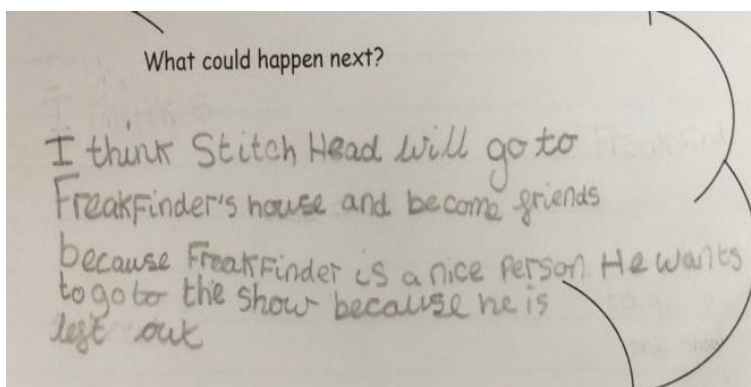
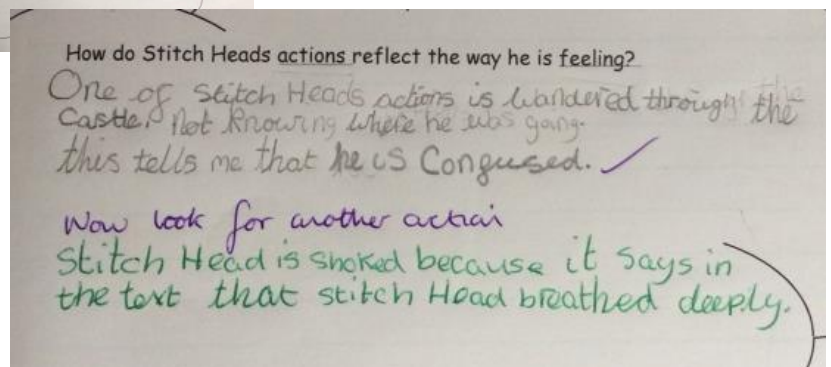
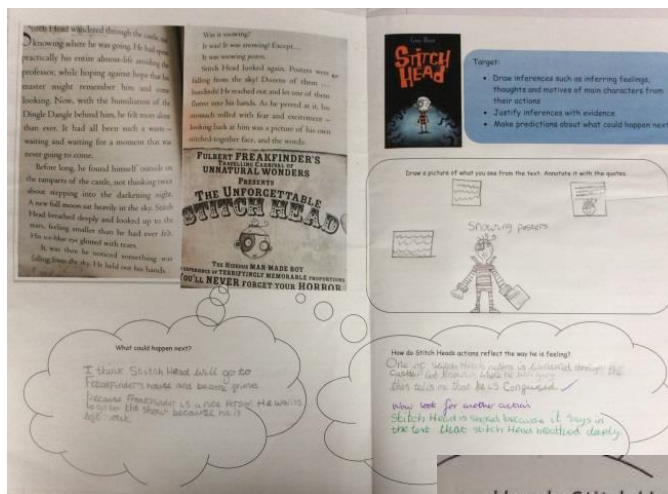
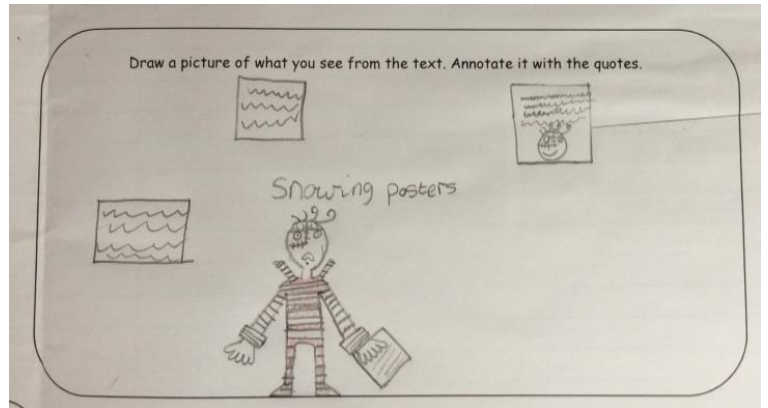
APPRENTICE READER

- 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.



Inf

Draw plausible inferences, often supported through reference to the text.

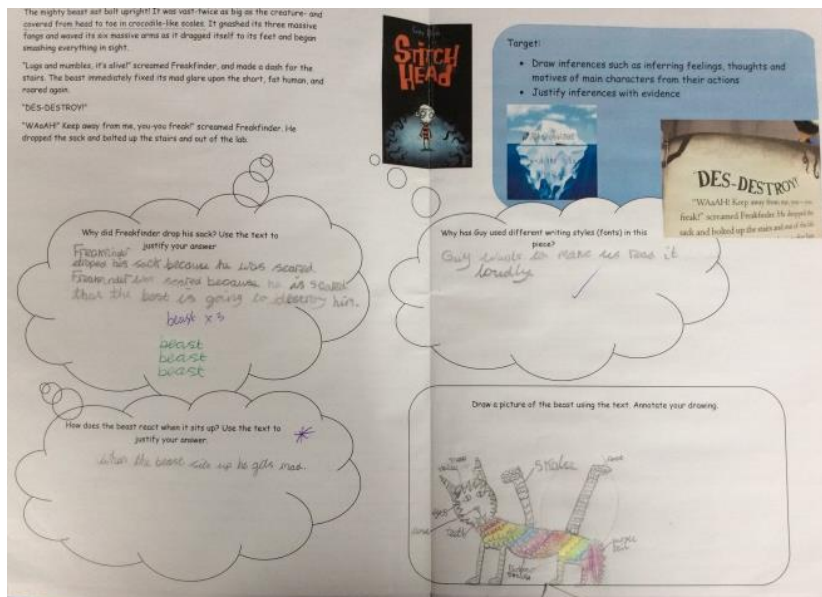
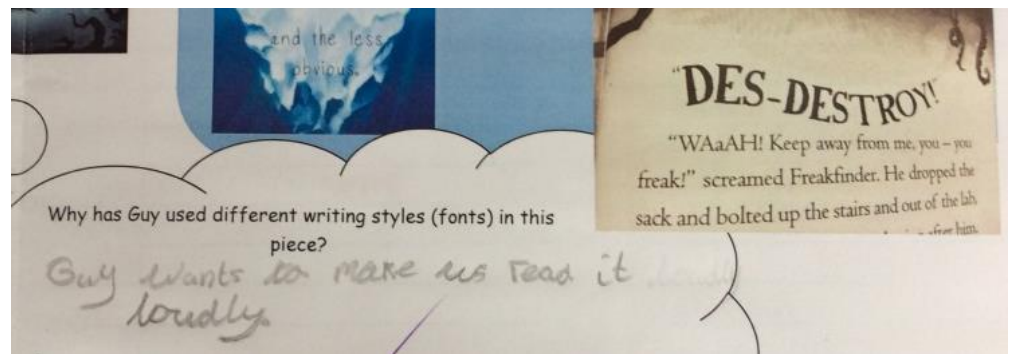


Inf

Predict what might happen from details stated and implied.

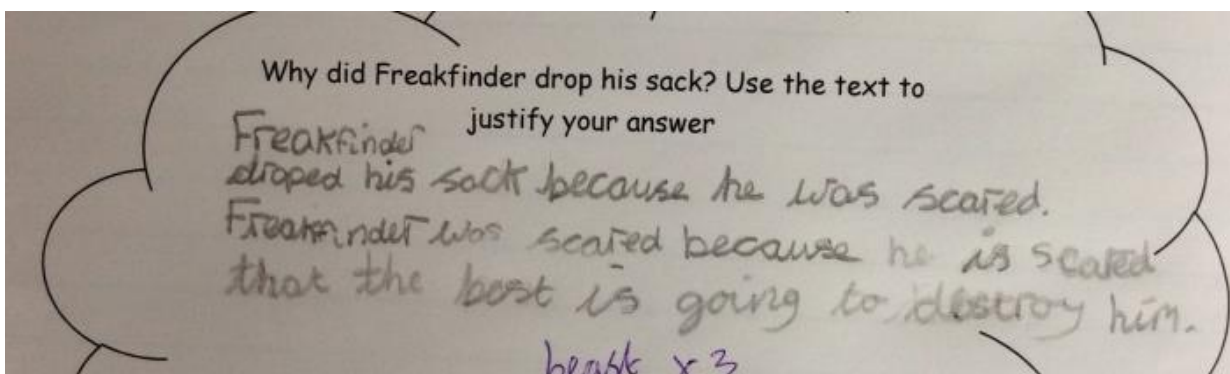
LfE

Identify how language, structure and presentation contribute to meaning.



Inf

Predict what might happen from details stated and implied.

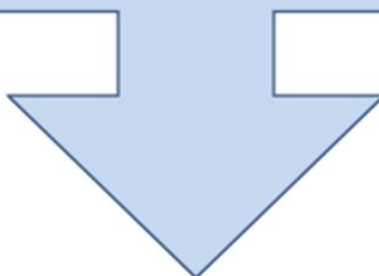


Milestone 2 – Phase 1 and Phase 2

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

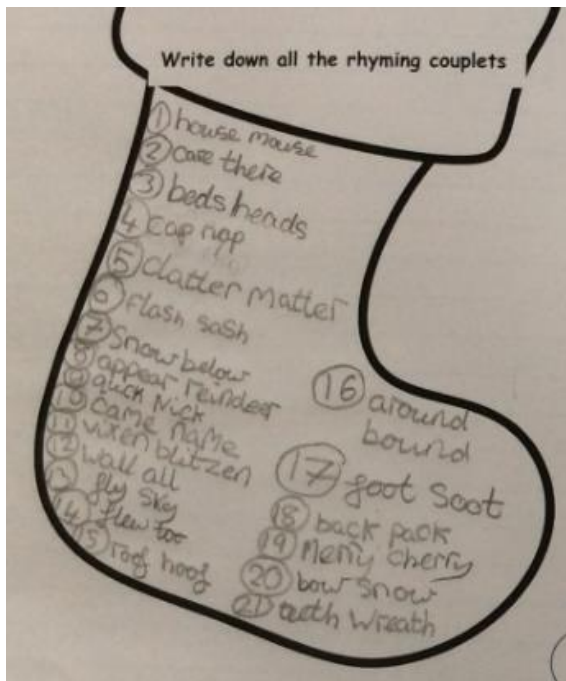
- Becomes familiar with a known book, building up a repertoire of known texts to which they want to return to again and again
- May not always select the appropriate strategies when reading
- Draws upon the reading experiences they have had to inform reading for pleasure
- Enjoys listening to, sharing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



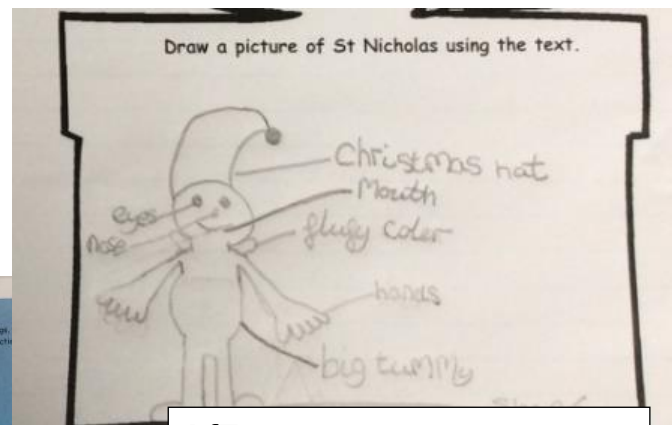


R&E

Discuss words and phrases that capture the reader's interest and imagination.

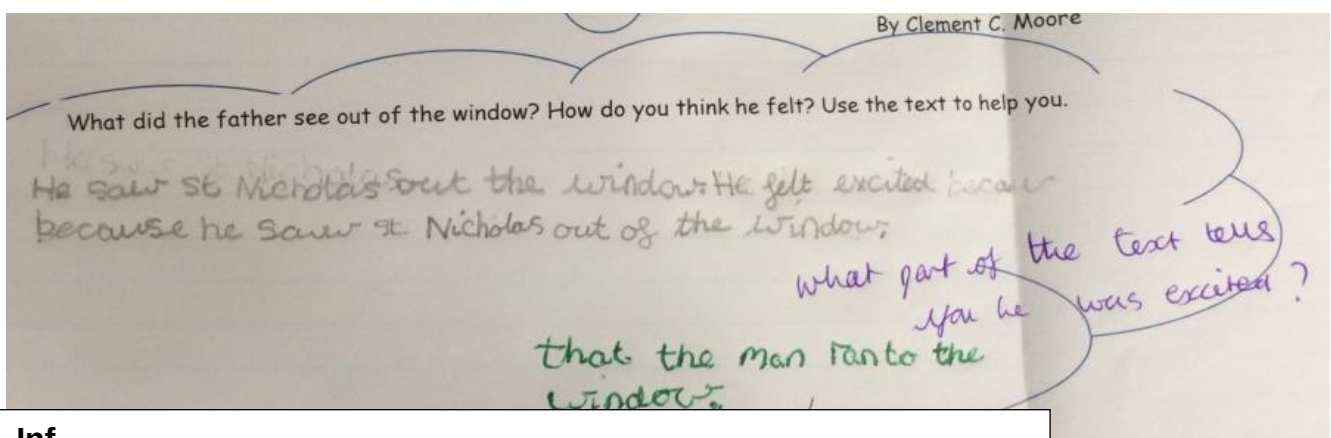
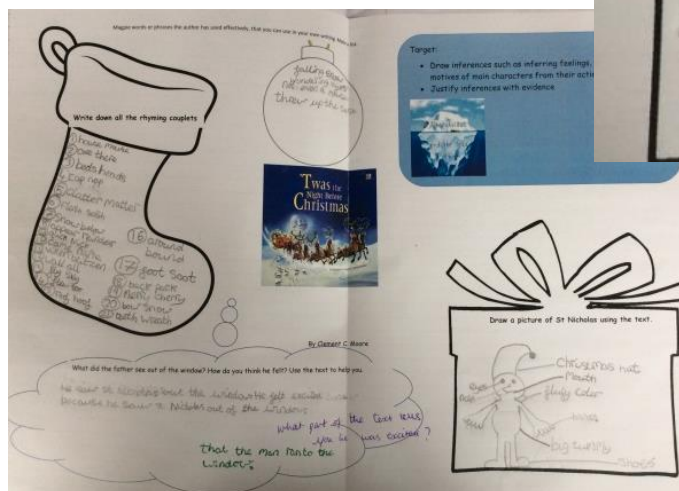
Begin to use vocabulary from the text to support responses and explanations alliteration and repetition.

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.



LfE

Identify specific techniques, e.g. simile.



Inf

Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions.

Justify inferences with evidence.

T&C

Identify and name presentational devices in non-fiction.

S&R

uses text features to locate information e.g. contents, indices, subheadings.

The huge cracks in this road were caused by an earthquake.

EARTHQUAKE FACTS

- 1 Earthquakes cause more damage than any other kind of natural disaster.
- 2 Several million earthquakes happen around the world each year. But most are so small that people cannot even feel them.
- 3 Most earthquakes last for less than a minute, but people can often feel them over a huge area.

• Retrieve information from a text
• Justify inferences with evidence

Good retrieval of information

Why has the author used numbers and a yellow section here?

The yellow box makes it stand out it also separates it from the other text. ✓

What is an earthquake?

Imagine you are reading a book. You notice that the clock and your phone are ringing at the same time. This is a good example of a coincidence. Then suddenly you hear a loud noise, feeling the table and pieces of the walls.

This is how it can feel in an earthquake. An earthquake is a sudden movement of the Earth's surface. The ground under our feet suddenly moves. This can happen in many places. Sometimes it happens under the sea. Sometimes it happens on land. People may not feel a small movement, but when the ground moves a lot, it can cause a lot of damage. The most earthquakes in the world cause terrible destruction.

Using the text above explain what an earthquake is.

In the text it tells me an earthquake is when the surface of the earth moves. The ground under our feet usually feels solid but in an earth it is not. ✓

Make a list of my scientific questions.

Write down questions you would like to ask the author of the book. Do you like writing? What is your hobby? How many earthquakes have there been?

Using the 30 of January 2017

Target:

- Retrieve information from a text
- Justify inferences with evidence

Good retrieval of information

Why has the author used numbers and a yellow section here?

The yellow box makes it stand out it also separates it from the other text. ✓

Large earthquakes can transform huge areas of the Earth in an instant. During a major earthquake, the shaking of the Earth can knock down buildings, break open roads and bridges, and make huge cracks appear in the land. Cars, buildings and whole lakes can disappear into these cracks.

What effect can earthquakes have on the road?

It makes the road crack and cars fall into it. ✓

Using the text above explain what an earthquake is.

In the text it tells me an earthquake is when the surface of the earth moves. The ground under our feet usually feels solid but in an earth it is not. ✓

Clarify

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

M&S

Show understanding of the main points drawn from more than one paragraph.

M&S

Show understanding of the main points drawn from more than one paragraph.

What should the heading be for this text?

What is an eruption?

S&R Locate and retrieve information using skimming, scanning and text marking

Using the text describe what happens when a volcano erupts?

molten rock, magma, ash, dust and chunks of rock get thrown into the sky.

What should the heading be for this text?

What is an eruption?

An eruption happens when molten rock, called magma, is forced up from a volcano. The magma is always contained in a chamber called a magma chamber, and can be heated enough to erupt as lava.

When the magma chamber is full, the pressure builds up. When the pressure is high enough, the magma is forced out of the volcano. This is called an eruption.

What happens when a volcano erupts?

When a volcano erupts, it sends out a lot of lava. The lava is made of molten rock. It is very hot and can be very dangerous. It can also be very beautiful. It can be seen from space.

What is lava also known as?

It is known as molten rock or magma.

When is it known as magma?

When molten rock is inside the earth, it is called magma. When it is outside, it is called lava.

Target:

- Retrieve information from a text
- Justify inferences with evidence

Using the text describe what happens when a volcano erupts?

molten rock, magma, ash, dust and chunks of rock get thrown into the sky.

Well done.

Create your own questions for this text. Make sure you know the answer

1. What is lava also known as? Molten rock or magma.
2. What is thrown up to the sky during an eruption? ash, dust and chunks of rock.
3. How long can eruptions last for? days or years.
4. When molten rock is inside the earth, what is it called? Magma.

Using the text in your answer, complete these questions:

1. How long had Peake been living on the ISS? He stayed for 6 months.

2. Write down two jobs Tim had to do on the mission. one job he had to do was experimenting. Another job was testing out new technology.



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
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- 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.

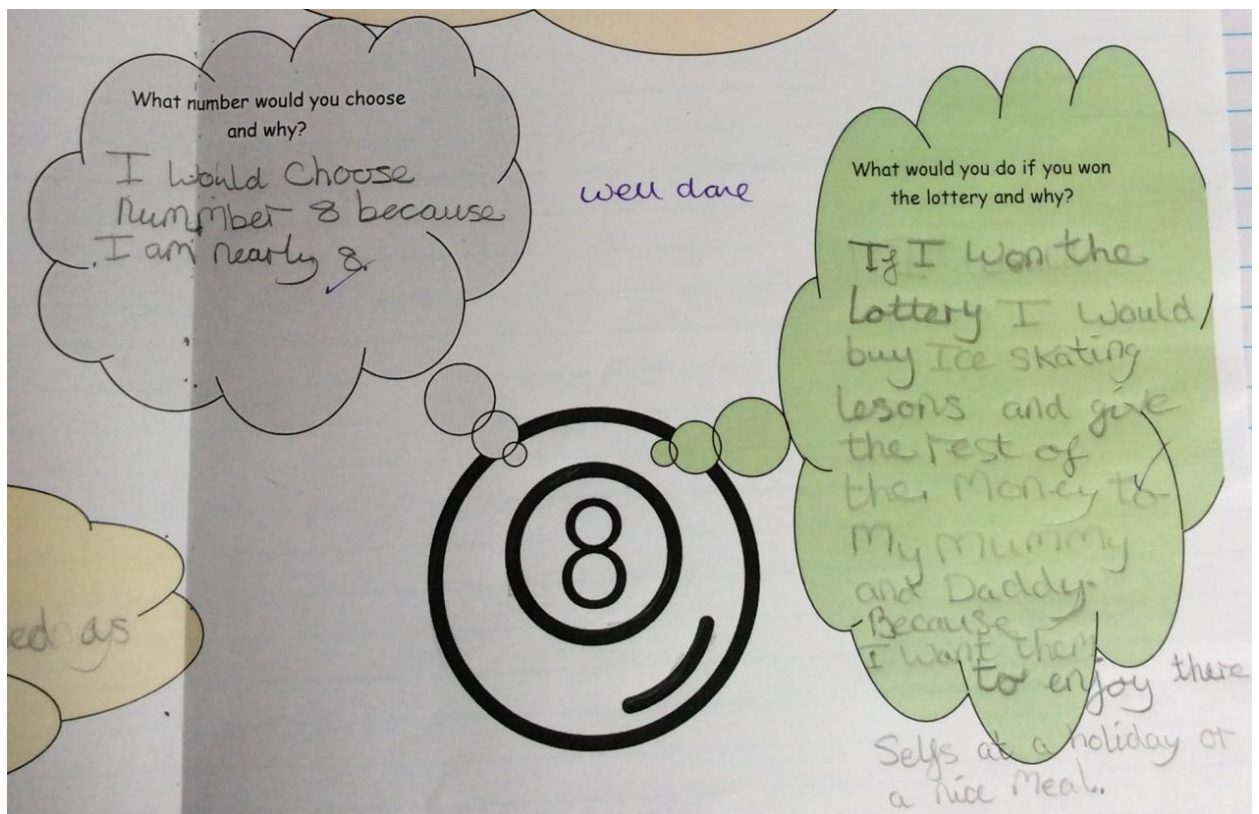




T&C

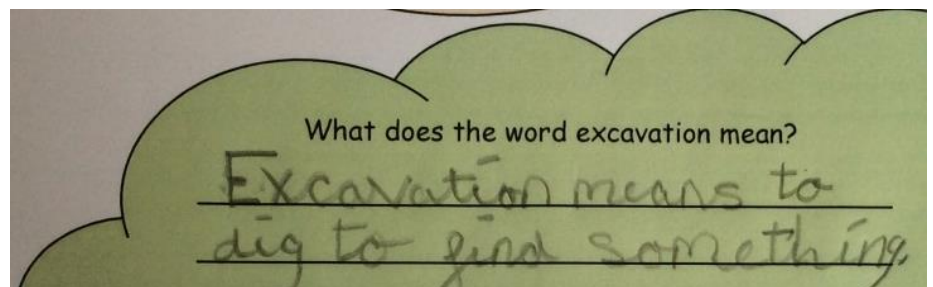
Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience.

Can explore and discuss underlying themes and ideas.



Clarify

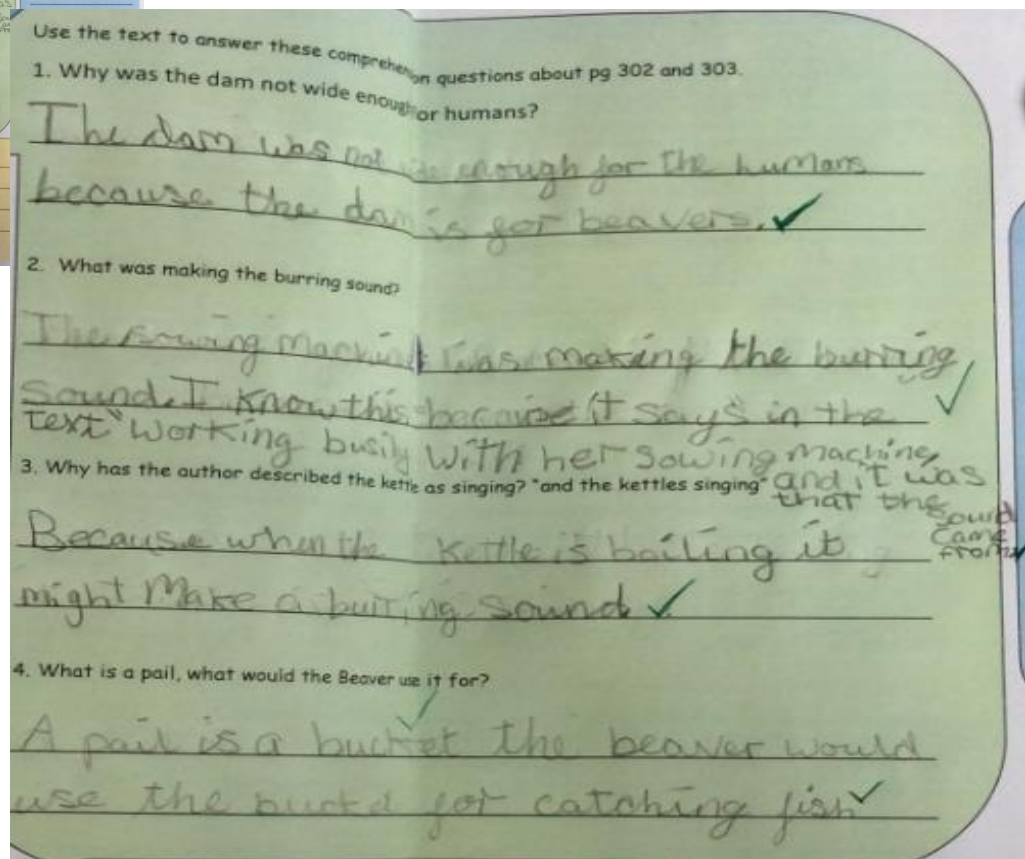
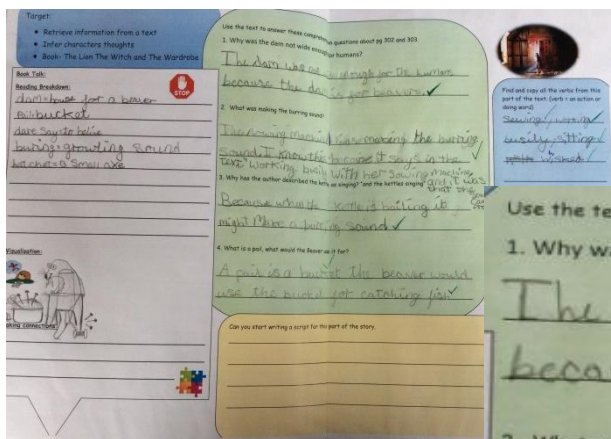
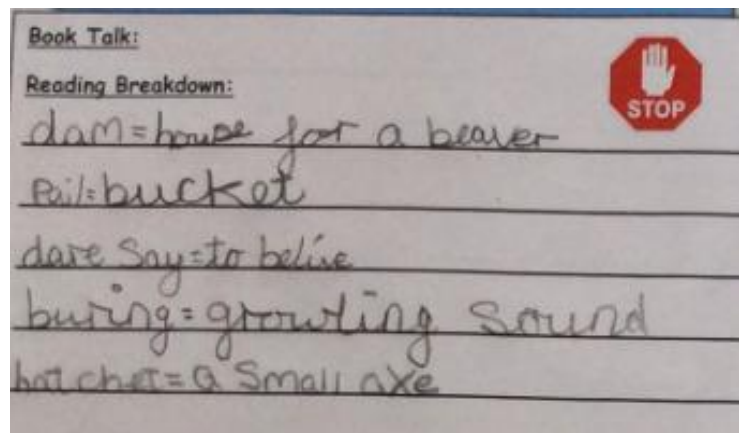
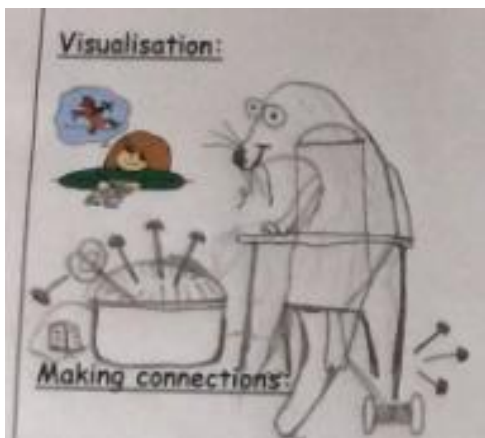
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.





Clarify

Use dictionaries to check the meaning of words that they have read.



M&S

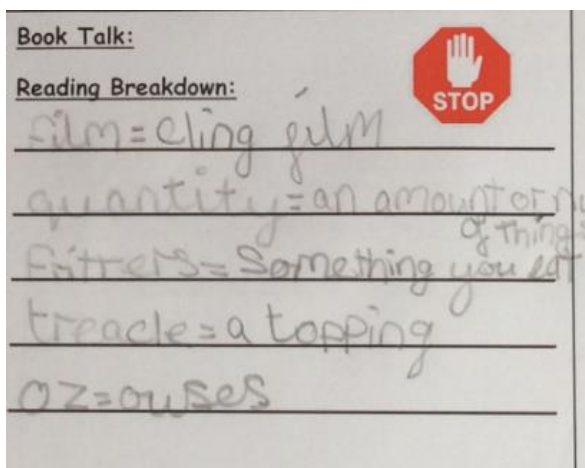
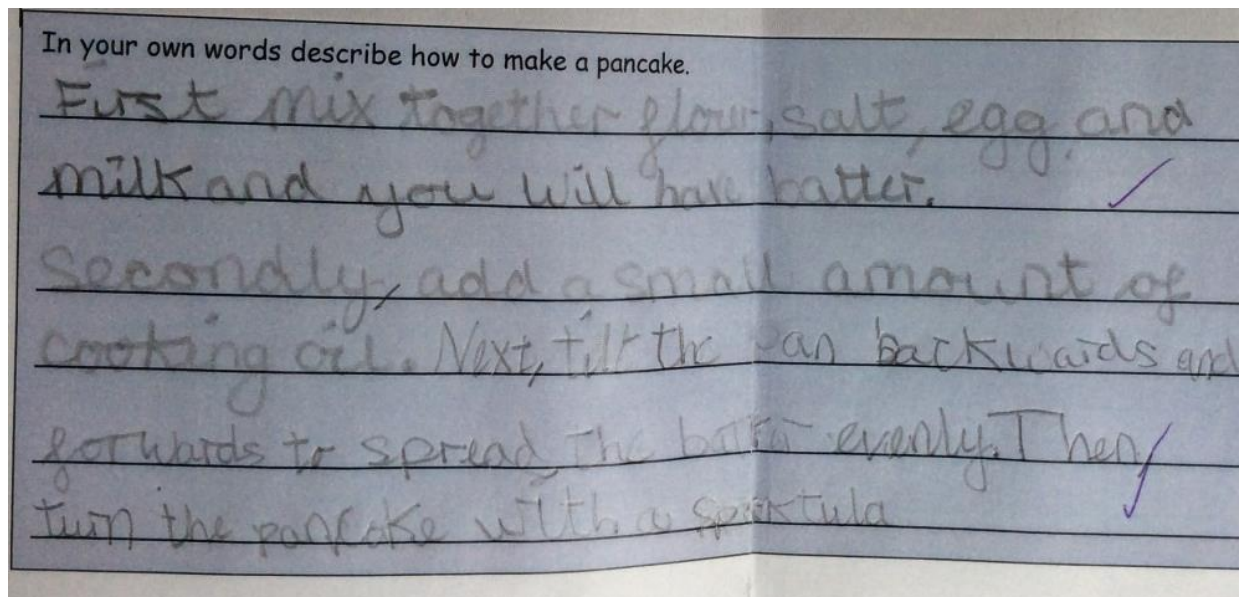
Show understanding of the main points drawn from more than one paragraph.

S&R

Locate and retrieve information using skimming, scanning and text marking.

M&S

Show understanding of the main points drawn from more than one paragraph.

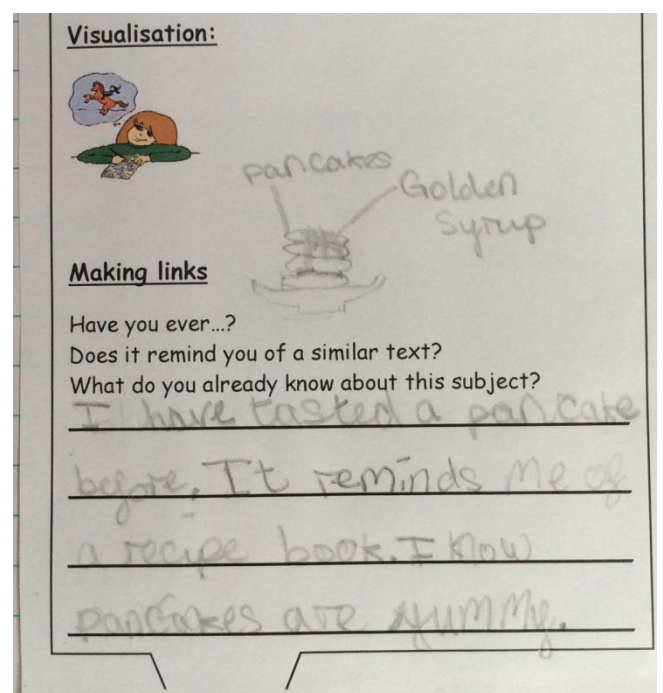


Clarify

Use dictionaries to check the meaning of words that they have read.

T&C

Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience.



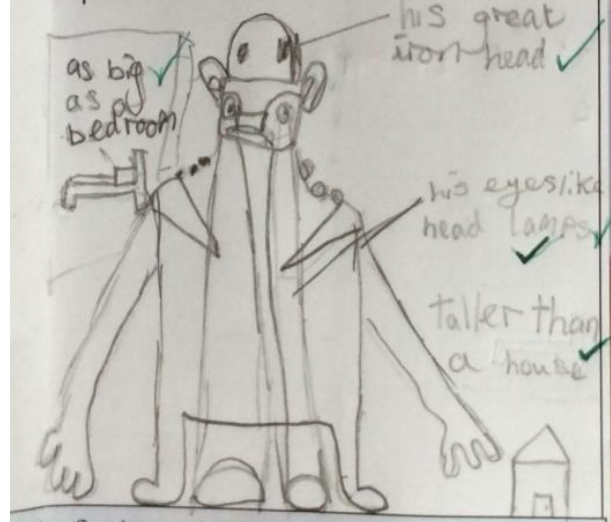
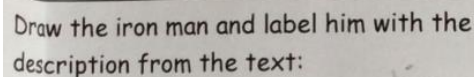
End of Year

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



Predict what might happen from details stated and implied.

Justify inferences with evidence.



Use specific vocabulary and ideas expressed in the text to support own views.

Monday 19th June

Target:

- Retrieve information from a text
- Evaluate the author's choice of language
- Infer using the text

Book Task:

Reading Breakdown:

~~uniqueness~~
 grazing sheep going for a picnic
 hillock = another word for a hill

Visualisation:

Draw the hill and label it with descriptions

What's to be Done With the Iron Man?

So the spring came round the following year, leaves unfurled from buds, daffodils speared up from the soil, and everywhere the grass shook new green points.

The round hill over the Iron Man was covered with new grass. Before the end of the summer, sheep were grazing on the fine grass on the lovely hillock. People who had never heard of the Iron Man saw the green hill as they drove past on their way to the sea, and they said: "What a lovely hill! What a perfect place for a picnic!"

So people began to picnic on top of the hill. Soon, quite a path was worn up there, by people climbing to eat their sandwiches and take snaps of each other.

One day, a father, a mother, a little boy and a little girl stopped their car and climbed the hill. They had never heard of the Iron Man and they thought the hill had been there for ever.

They spread a tablecloth on the grass. They set down the plate of sandwiches, a big pie, a roasted chicken, a bottle of milk, a bowl of tomatoes, a bagful of boiled tomatoes and a loaf of bread. The father got his stove going to boil some water for tea, and they all lay back on rugs munching food and waiting for the kettle to boil, under the blue sky.

Suddenly the father said: "That's funny!"

Why did the author use Suddenly at the end?

The author used Suddenly because he didn't know it would happen. ✓

Why and how has the hill changed?

The author said "the hill has changed" because the iron man is under the hill and because the new grass came. ✓

Why did the father say "That's funny!"

The father said "That's funny" because it was peculiar. ✓

LfE

Identify how language, structure and presentation contribute to meaning.

Discuss the effect of specific language on the reader.

Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.





Video Transcript

Year Three – Isla's Transcript - *Little Red* by Bethan Woollvin

P- Little Red.

T- So, have you heard of, or read, any other books with Little Red in the title?

P- Little Red Riding Hood.

T- Do you think this could be about the same character?

P- Yes

T- It could be, couldn't it? Let's look at the picture. Can we see all of her face? What can we see? Which part of her are we really looking at?

P- Half of her – half of her face

T- You can see her eyes there (pointing to the eyes on the front cover). What do you think she's doing?

P- She could be looking out for people.

T- Yes - she could be on the look out. Maybe something's caught her eye. Let's open the book and read for me.

P – (Child continues to read)

T- Let's look at that picture before we move on. What can you see? What colour is really, really vivid? (pause as child looks confused by the word 'vivid') really bright?

P- The red.

T- It's the red. Are there any other colours in the picture?

P- Black and grey and white.

T- So, does she stand out?

P- nodding.

T- She does, doesn't she? Let's carry on.

P (Child continues to read).

T- Do you think you'd have been scared if you had come face to face with a wolf?

P- Yeah.

T- I wonder why she's not scared. She doesn't look scared, does she? I wonder why...

P – She might have seen him before.

T- Okay. So she might be familiar with the wolf. Have you ever seen a wolf?

P- No.



T- I think I might be scared though looking at that wolf! Can you seen any other colours or things in that picture.

P- The ladybird. (Child continues to read).

T- Let's look her. Look at the dinner plate. What's that page telling you?

P- He's going to eat Red Riding Hood and the Grandmother for his dinner.

T- Absolutely. That's his plan. It's quite clever that page.

P- (Child continues to read).

T- Oh dear! What happened on this page?

P- He's eaten Grandma. (Teacher repeats this sentence). (Child continues to read).

T- Why do you think it doesn't scare that little girl?

P- Because she's seen him before.

T- Look at this picture. Where have we seen this picture before?

P- (points to the page)

T- Where else have we seen it before? (Child turns to the front cover).

P – (Child continues to read).

T- What do you think fooled means? 'She wasn't fooled for a minute'.

P- Like...she didn't think it was Grandma.

T- She didn't actually think it was Grandma. So she played along with the wolf's disguise. What do you think her plan might be?

P- (pause)

T- She knows it isn't actually Grandma.

P- I don't know actually.

T- Okay – let's carry on.

P- (Child continues to read – with increased intonation and expression).

T- So, why has the author put 'EAT YOU WITH' in big capital letters?

P- 'Cos she was shouting it.

T- Yes – it needs to be shouted – absolutely. And she's still not scared.

P- That's because she's seen it before.

T- Okay. (looking at the illustration) That looks familiar. (Child navigates around the book showing where else the illustration can be seen). I wonder why the author/illustrator has decided to use that illustration more than once? And it's really big there. Why do you think?

P- I don't know.



T- Okay. Let's carry on.

P – (Child continues to read)

T- What has happened to the wolf?

P – I...

T- Let's look at the little girl again. What has happened to the wolf?

P- (child flicks through the pages again) There's an axe.

T- Oh dear. What has happened to the wolf here? Turn to the next page. What happened to the wolf?

P- He got chopped up.

T- And what's the little girl using the wolf as?

P- Like a jumper, or a hoodie...

T- Or a coat. Do you think that was her plan all along?

P- (nodding)



