

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 3 Katie

Contents

How to use the HAM exemplification materials

HAM Year 3 overview

Exemplification of:

- Milestone 1 – Phase 1
- Milestone 2 – Phase 1 and Phase 2
- Milestone 3 – Phase 1, Phase 2 and Phase 3

End of Year

Video Transcript



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 - Katie

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.

Katie reads a wide range of texts, including traditional tales, poetry and non-fiction, with confidence. She is able to discuss the different ways in which they are laid-out and the different purposes that they have. She enjoys reading a wide range of narrative and is happy to share her thoughts and opinions about books with groups of different sizes. She is able to apply her growing knowledge of suffixes and prefixes when reading, doing so with confidence and fluency. She is confident in asking questions to help clarify her thinking around words, themes and conventions. When reading aloud her own writing, Katie uses expression, intonation and punctuation to aid the enjoyment to the listener. Her ideas and thoughts are beginning to be detailed and are supporting her understanding of texts which can also be seen in her writing outcomes.

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)	

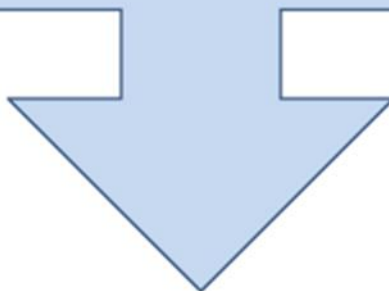
The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the 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

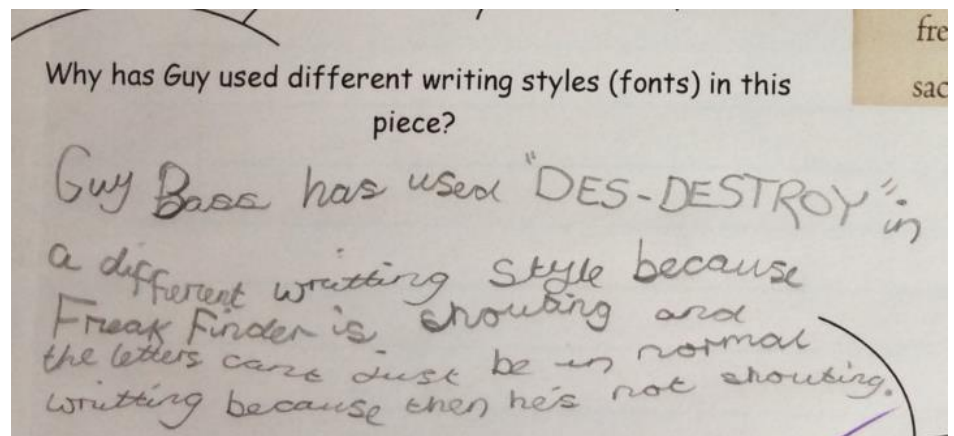
To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced

APPRENTICE READER

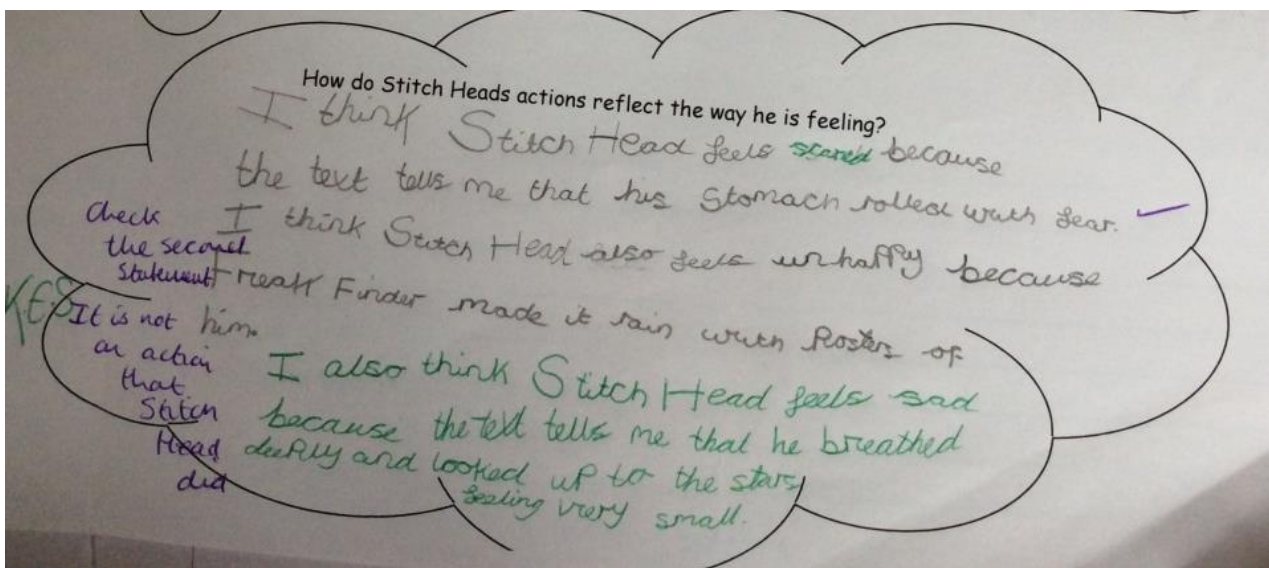
- Becomes familiar with a known book, building up a repertoire of known texts to which they want to return to again and again
- May not always select the appropriate strategies when reading
- Draws upon the reading experiences they have had to inform reading for pleasure
- Enjoys listening to, sharing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

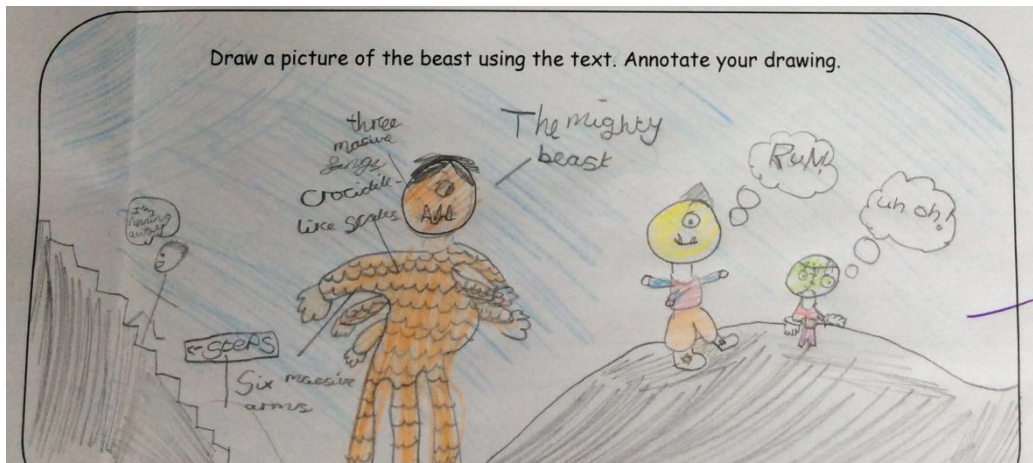


Identify how language, structure and presentation contribute to meaning.



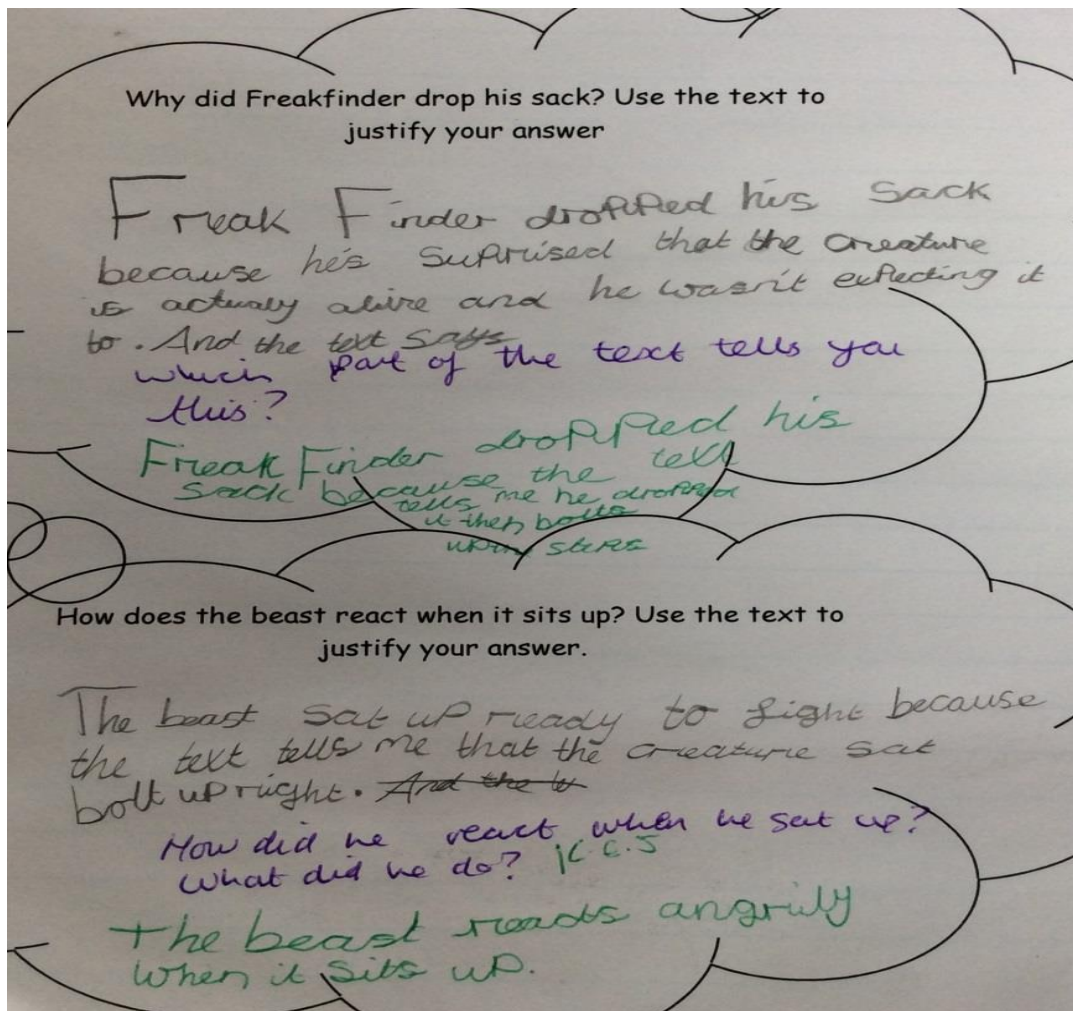
Draw plausible inferences, often supported through reference to the text.





M&S

Show understanding of the main points drawn from one paragraph.



Inf

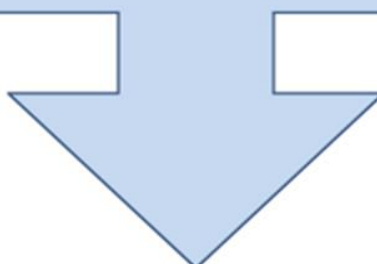
Draw plausible inferences, often supported through reference to the text.

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.



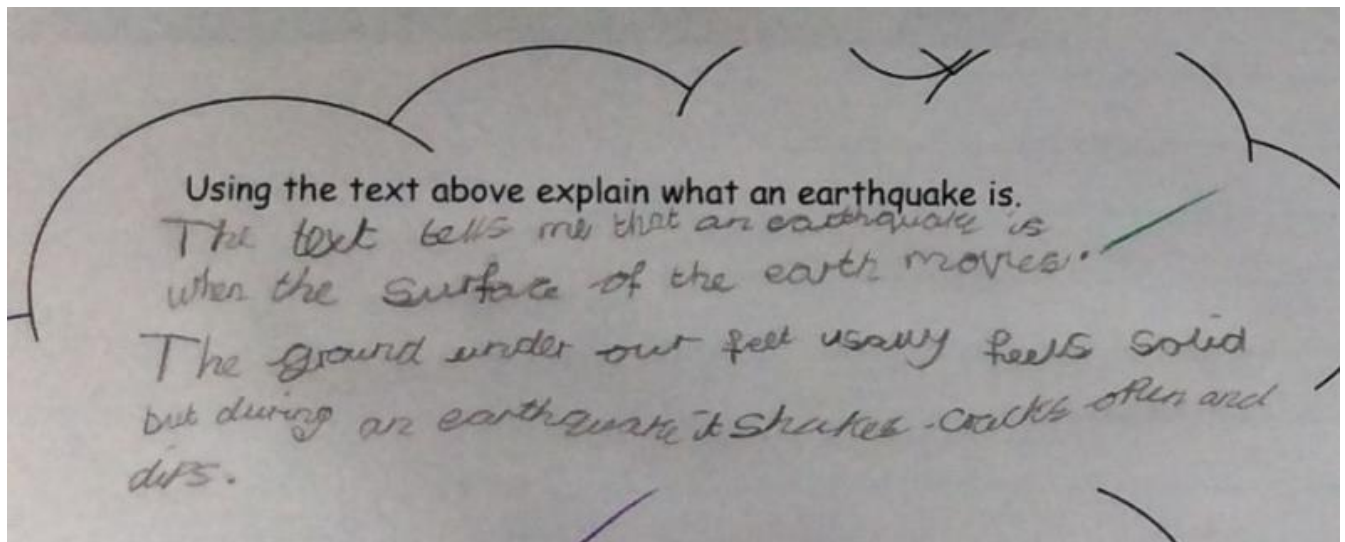
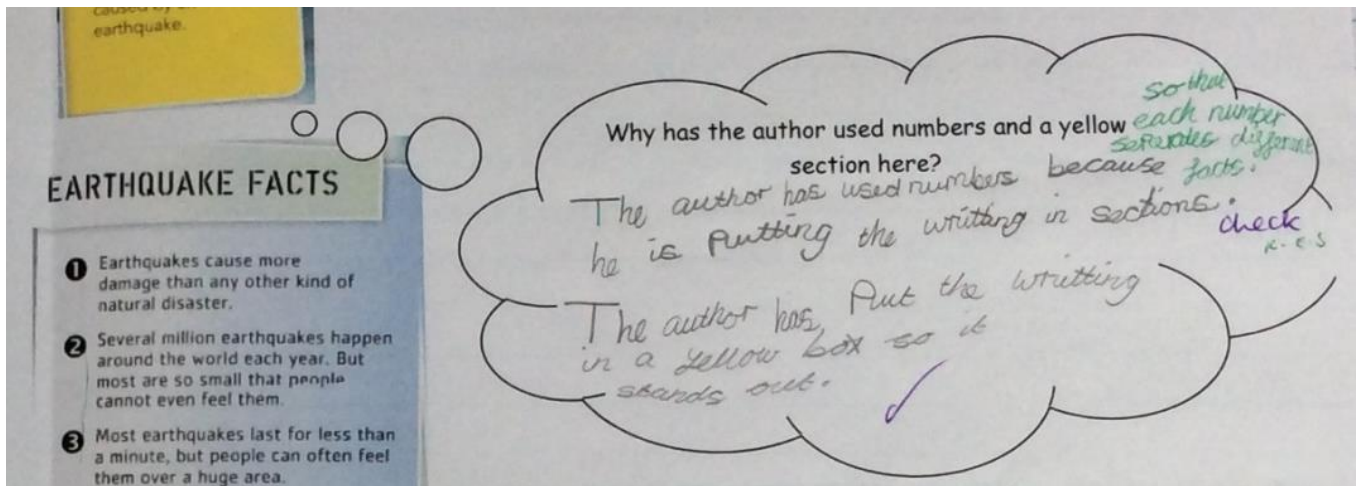
COMPETENT READER

- 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.



T&C

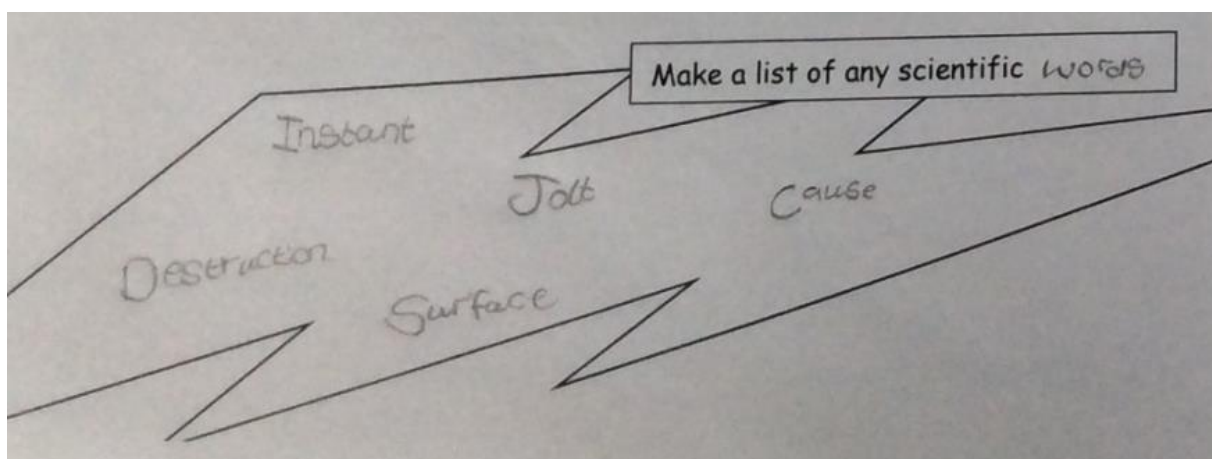
Identify and name presentational devices in non-fiction.



R&E

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

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



Write down questions you would like to ask the author of the book.

- How many people get killed in a earthquake?
- How much do the tectonic plates move every year?
- How often is there earthquakes?

Clarify

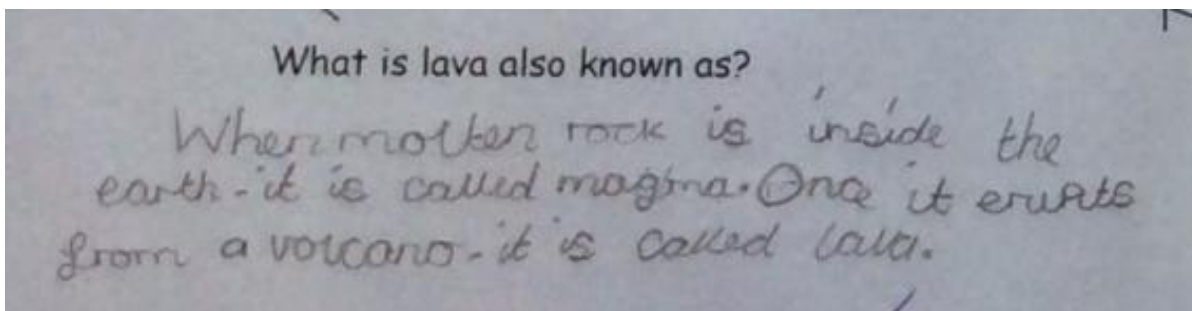
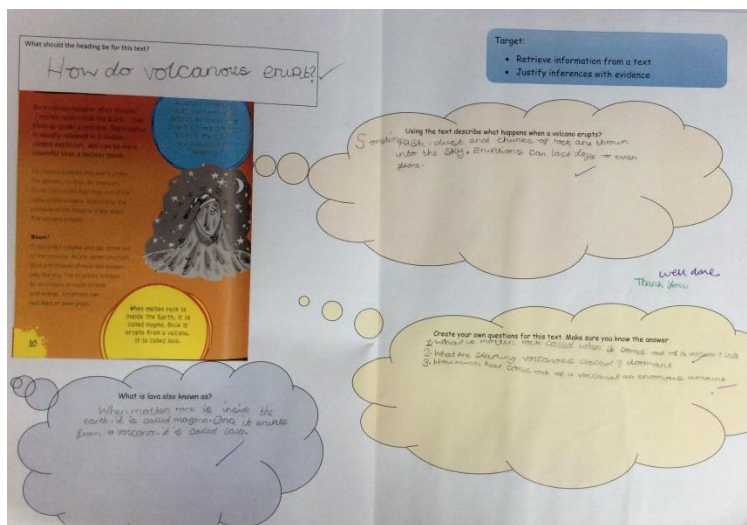
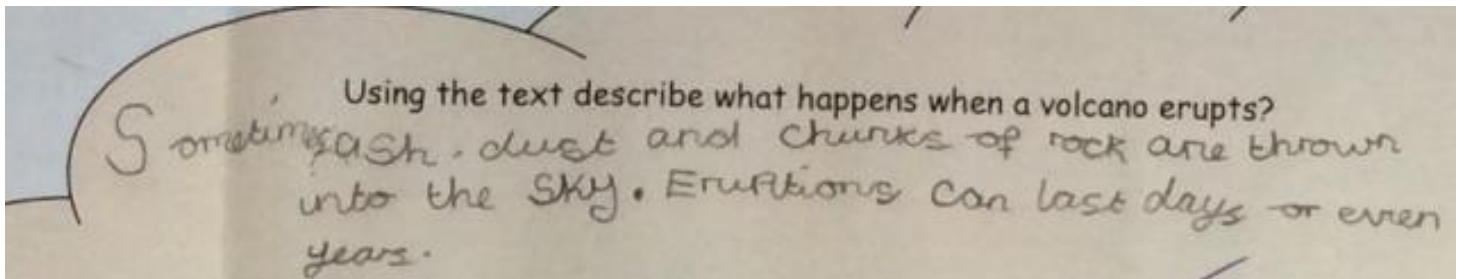
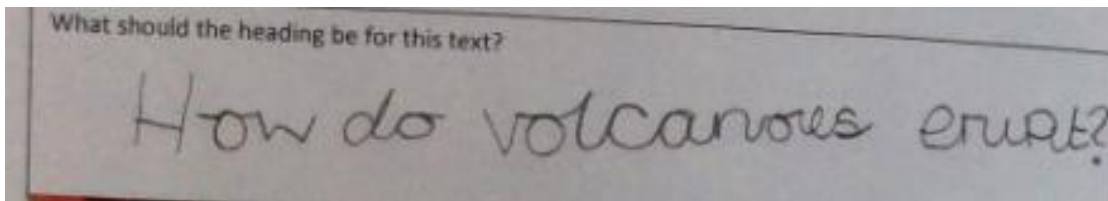
Ask questions to improve their understanding of a text.

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

1. What is molten rock called when it comes out of a volcano? lava
2. What are sleeping volcanoes called? dormant
3. How much heat comes out of a volcano? an enormous amount

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.



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.

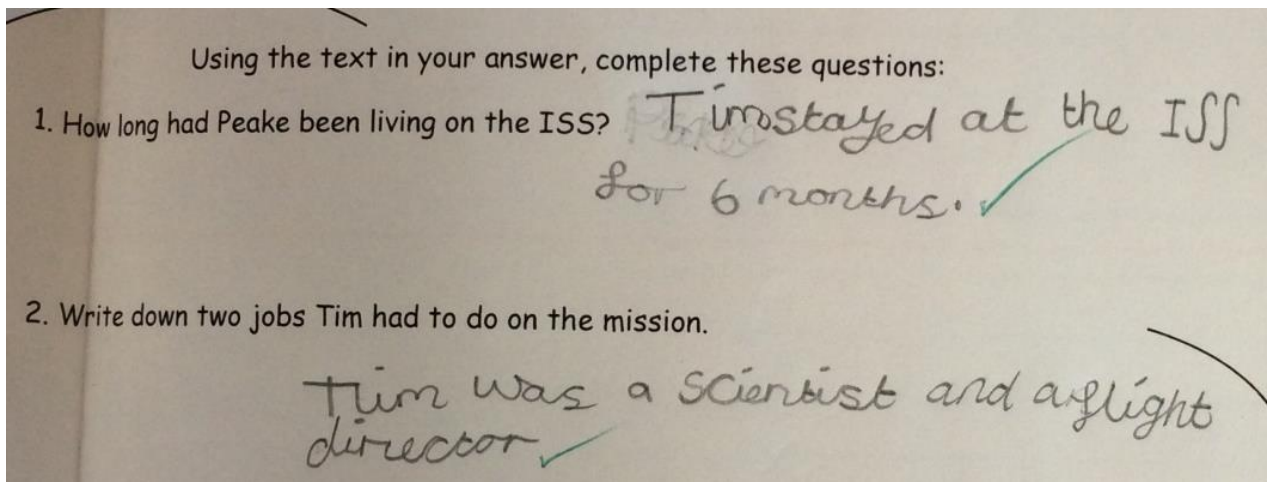
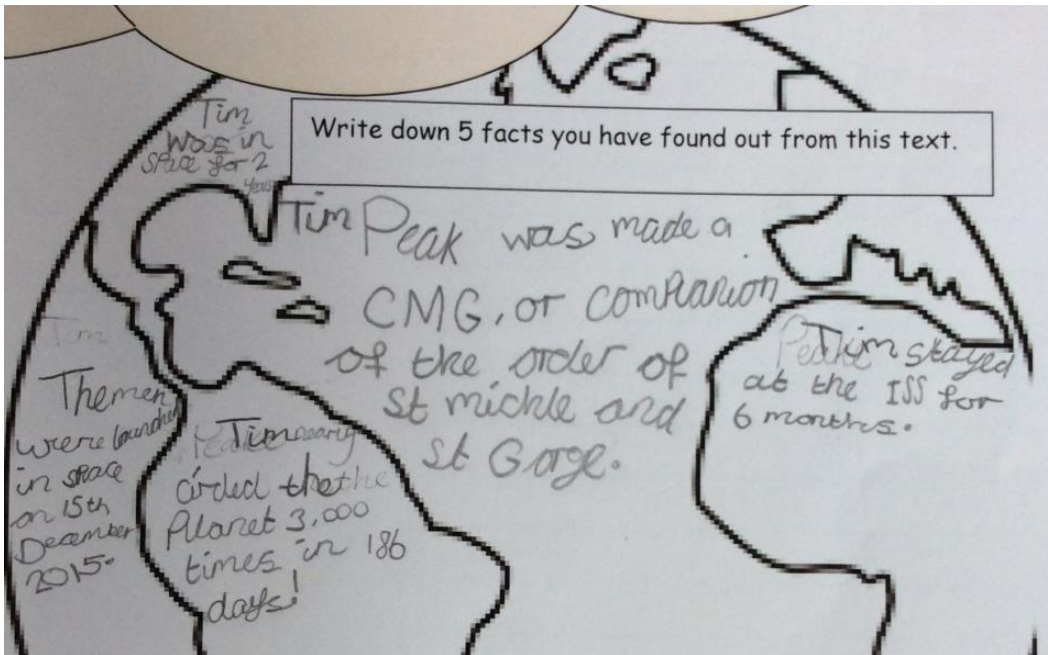




S&R

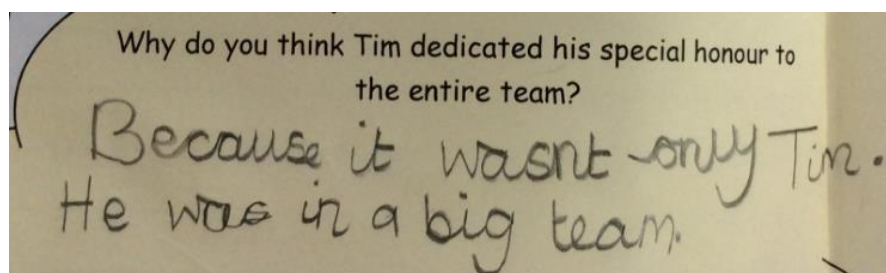
Begin to recognise fact and opinion.

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



Inf

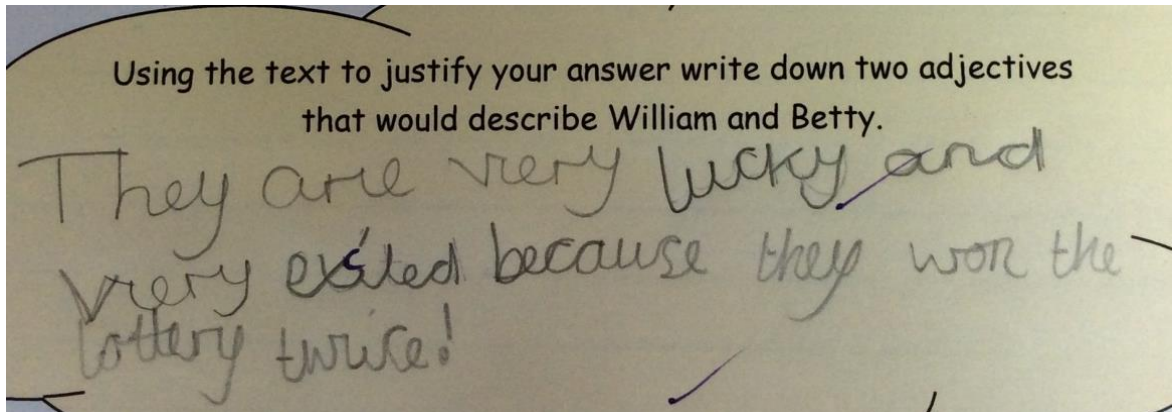
Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions.



Inf

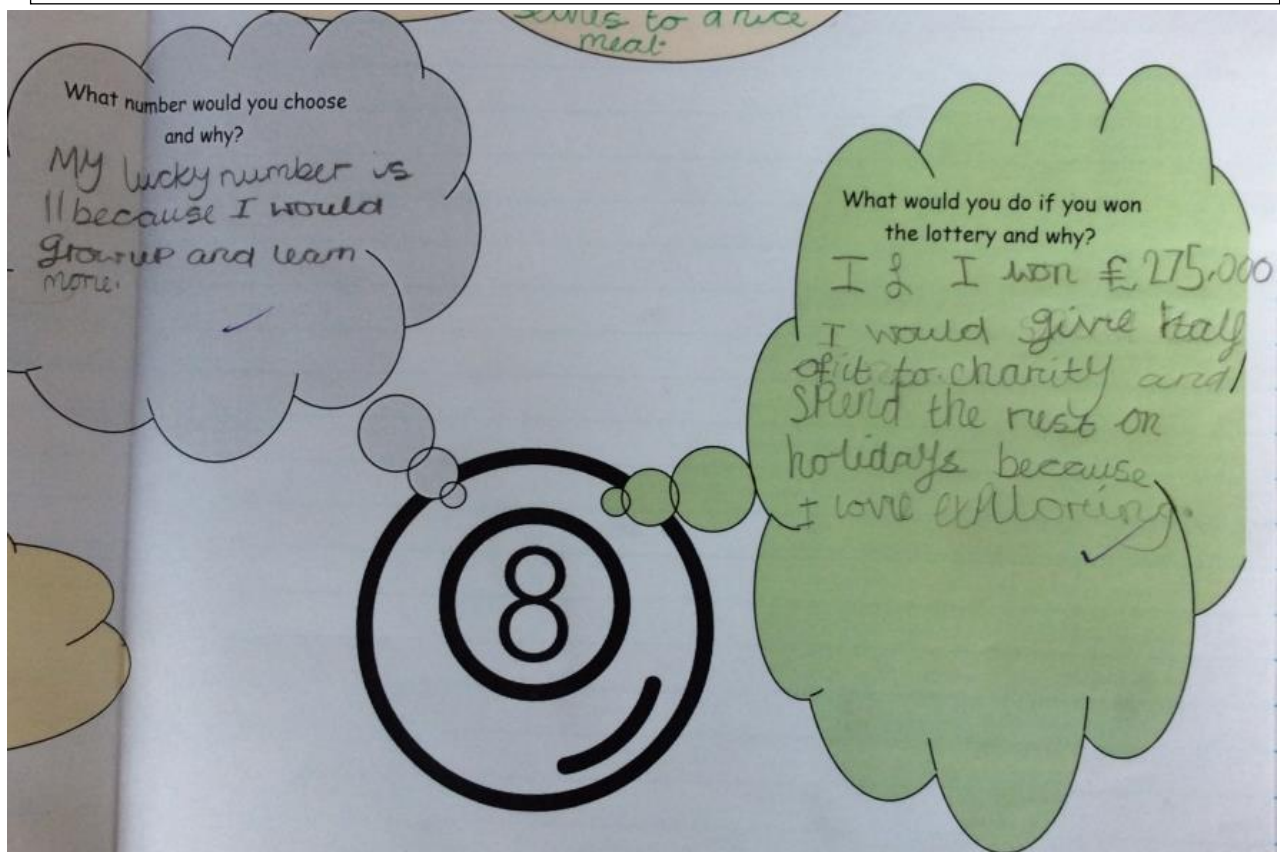
Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions.

Justify inferences with evidence.



T&C

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



Clarify

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

Book Talk:

Reading Breakdown:



Dam: The top of a beaver's house

Daresay: when you look at something and predict something's going to happen.

Burring: A growling sound.

Pail: A bucket

Hatchet: A small axe

Use the text to answer these comprehension questions about pg 302 and 303.

1. Why was the dam not wide enough for humans?

The dam was not wide enough for humans because it is a beaver house ✓ and they are smaller than humans.

2. What was making the burring sound?

The sawing machine was making the burring sound. (1/2) ✓
Sound is lower, was sawing something.

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.

Visualisation:



Making links

Have you ever...?

Does it remind you of a similar text?

What do you already know about this subject?

You can not just make circles
in a Pan, you can also put
the mixture in a icing bag and

Squeeze
Shapes

T&C

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

S&R

Retrieve and record information from non-fiction .

Extract information and make notes.

What should the batter mixture look like before it is ready for cooking?

It should look smooth like cream and there should be no lumps. ✓

What does the recipe say you must make sure of before pouring the batter into the frying-pan?

Add a small amount of cooking oil and it should be
very hot. ✓

Explain the following words and draw a picture to show what they mean:

Sift to put a Bumpy thing smooth ✓

Skilful clever or expert ✓

Clarify

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

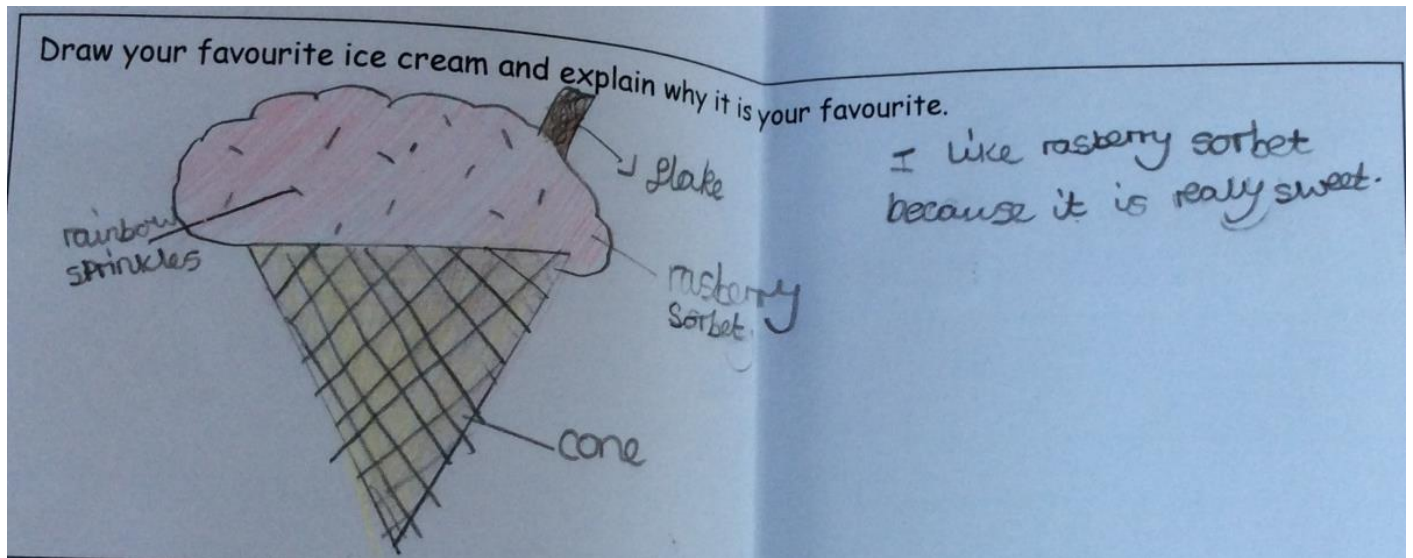
End of Year

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



R&E

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



Why do you think it is important to keep milk

cool? How do you keep milk cool at

home? We use our milk and then we

put it back into the fridge to keep it

fresh. It's important to keep

milk cool so it does not go off.

T&C

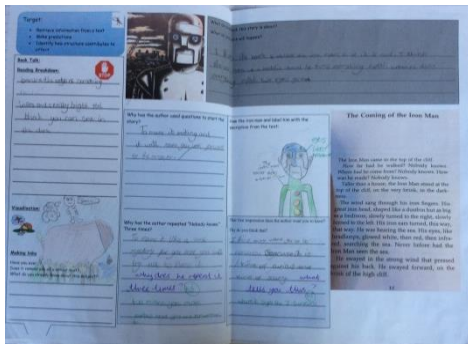
Read books that are structured in different ways and show some awareness of the various purposes for reading.

How could this set of instructions be improved? What would you add can you give an example?

I think I could improve this
by adding adverbs.

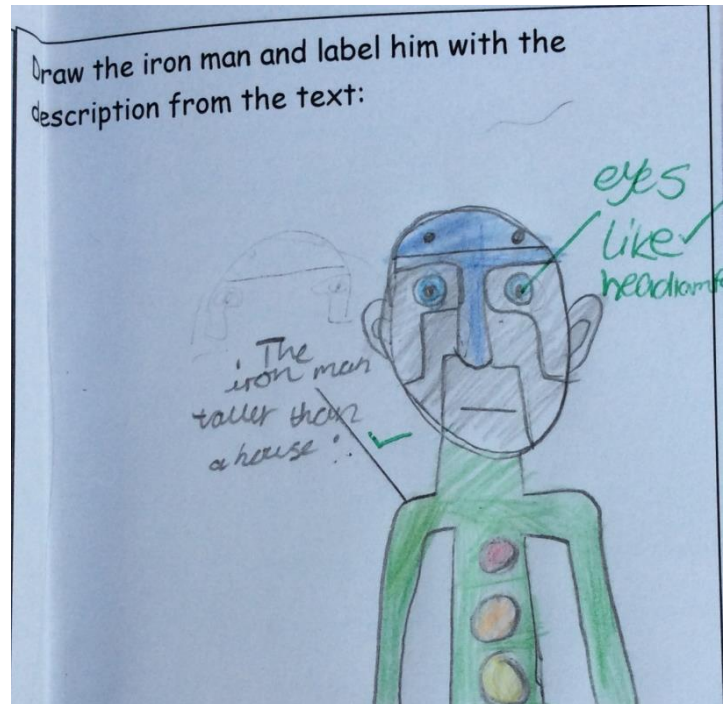
This would help because people would
know how to do it. e.g.

"The mixture is quickly stirred."



R&E

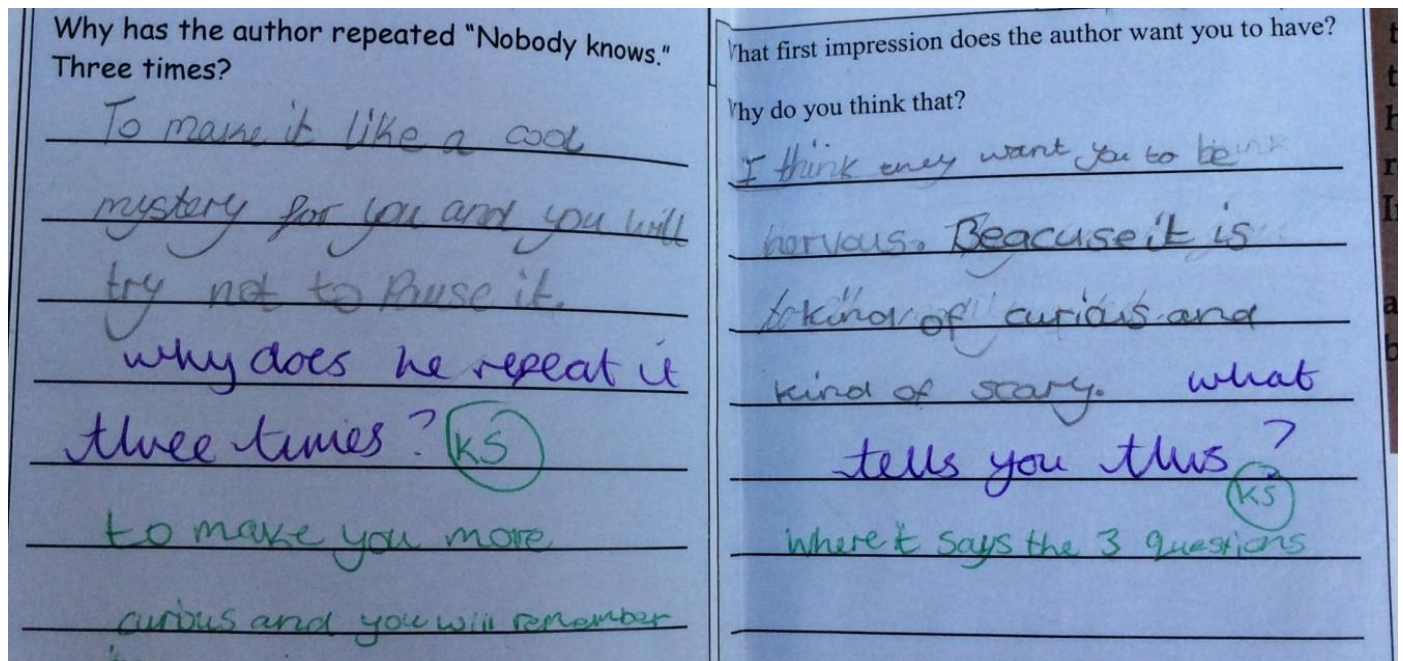
Begin to use vocabulary from the text to support responses and explanations.



Inf

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

Justify inferences with evidence.



M&S

Show understanding of the main points drawn from one paragraph.

Summarise chapter 1 in bullet points below.

- The Iron awaked to the top of the cliff
- he took a giant step and fell into nothingness.
- He crashed and all the parts of it scattered around
- Two seagulls were watching him in ~~shock~~ fright
- The eye found the hand
- Together the parts put themselves together

LfE

Discuss the effect of specific language on the reader.

Identify how language, structure and presentation contribute to meaning.

Discuss the effect of specific language on the reader .

Why did one of the seagulls go "Aaaaark!"?

The seagull went Aaaaark!!
because it saw a shiny, round,
boulivar thing. It made an
alert to tell the other seagulls

Why and how has the hill changed?

the author said the hill changed
because the new grass came
with new graver birds.
The grass shook new grass
points, / to taller.

why had it changed?

because the Iron Man was
not in the ground with
soil on top of him.

Video Transcript

Year Three – Katie's Transcript - The Tin Forest by Helen Ward and Wayne Anderson

P- Reads the title and continues to read

T- How do you think the people who lived in that house might have felt? Is there any clue on that page as to how they might be feeling?

P- They might feel a bit sad about their weather.

T- I think you're right. Look at windswept. What does that mean do you think?

P- Mmmm.... Maybe that it's like...rainy and windy maybe.

T- Absolutely. Have you ever been windswept? Have you had your hair swept... been windswept before?

P- Yes.

T- Okay, let's carry on.

P- (child continues to read)

T-Can you tell me about all those words...that language which is used there? Tropical trees, toucans, tree frogs and tigers. What have they all got in common?

P- They're all...like...wild...

T- They are all wild...like a rainforest. But what letter do they all begin with?

P- T

T- Do you know what we call that?

P- No.

T- It's alliteration. They all begin with the same letter. Do you think he's having a nice dream?

P- Yes.

T- Yes. What gives you the clue?

P- He's smiling in bed. And there are nice scenes in his dream.

T- Yes and it's not all grey anymore, is it? The colours have changed, haven't they?

P- (child continues to read)

T- Why do you think the author has used the words 'planted itself in his head'?

P- Because it's more interesting than saying he had an idea.

T- Absolutely. Why the word 'planted'? What's there a picture of?

HAM Exemplification – Year 3 Katie



P- A flower.

T- And what do we do with flowers?

P- We plant them.

T- Yes - we plant bulbs to create flowers.

P- (child continues to read).

T- Why has the author used 'bigger and bigger'?

P- Because it is more interesting and when you grow stuff it starts off small and it grows and gets bigger and bigger.

T- Yes. It's repetition -using the same word.

P- (Child continues to read).

T- What do you think about the use of colour on this page?

P- It's not that colourful and it's all made out of tin and dark stuff. (Child continues to read).

T- The bird. So, what is the bird doing?

P- He is eating the crumbs.

T- The bird is eating crumbs. What might the bird do? What might they leave behind?

P- pause (really not sure)

T- Shall we find out? I wonder that might be.

P- (Child continues to read).

T- What do you think he might wish for?

P- For there not to be grey stuff and for there to be what is in his dream.

T- Okay. If that is what he is wishing for, I wonder what the bird might leave. Has the bird left anything?

P- He might leave a feather (pointing to the feather on the page).

T- Let's have another look. Let's carry on.

P- (Child continues to read).

T- So what have the birds left? What do you think is going to happen?

P- The birds have dropped seeds. They will make the flowers grow so it is not all grey anymore.

T- What is going to happen on the next page? What do you think it is going to look like?

P- His dream. (Child continues to read).

T- So, how is that old man feeling now? Let's look at his face.

P- He is feeling really happy.

T- What's happened to the illustrations? (pause) To the pictures?



P- It's turned into his dream with a tiny bit of grey.

T- Yes just a tiny bit of grey, but it's becoming more colourful, isn't it?



