

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 4 - Petrina

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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 4 – Petrina

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for reading in Year 4. This pupil is working within age-related expectations.

Commentary

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

Petrina enjoys reading both at school and at home. Her teacher reports that she prefers novels and contemporary fiction to non-fiction. Petrina speaks English as an additional language. A whole-class approach to the teaching of reading skills is taken in Petrina's school, with tasks recorded in reading journals. Petrina reported that she enjoyed looking at texts in this way, and especially liked being able to have discussions about books with her peers in the class.

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.



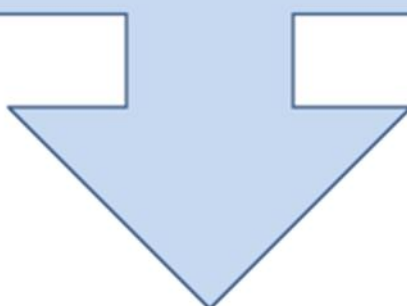
Year 4	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i> <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i>	Ask questions to improve their understanding of a text <i>Use dictionaries to check the meaning of words that they have read</i> <i>Discuss understanding as it develops and explain the meaning of words in context</i>	<i>Identify main ideas drawn from more than one paragraph and summarising these</i>	<i>Retrieve and record information from non-fiction</i> <i>Recognise and distinguish between fact and opinion</i>	<i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> Discuss words and phrases that capture the reader's interest and imagination	<i>Predict what might happen from details stated and implied</i> <i>Draw sound inferences, supported through reference to the text</i>	Identify how language, structure, and presentation contribute to meaning <i>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</i>	<i>Identify themes and conventions in a wide range of books</i> <i>e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</i> <i>Identify how a range of presentational devices guide the reader in non-fiction</i>
	Phase 2	<i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>	<i>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</i>			<i>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</i>	Show understanding through intonation, tone, volume and action when performing poems and playscripts	<i>Identify features that characterise books set in different cultures or historical settings</i> <i>Recognise some different forms of poetry [for example, free verse, narrative poetry]</i>
					<i>Use specific vocabulary, and ideas expressed in the text, to support own responses</i>	<i>Infer underlying themes and ideas</i>	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	<i>Make links between texts and to the wider world</i>

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.



Monday 17th October 2016

Lo: To use dictionary skills to understand a text

Exterminator - people who get rid of pests

Reluctantly - when you don't want to do something

Unusual - something strange and difficult to explain

Municipal (workhouse) - government/town

Rumour - a piece of information that people are talking about that may or may not be true

Proprietor - an owner of a business

Clarify

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

trying x3
trying
trying
trying
Why do you think this? it's good

I think he's trying to escape from the sewer

I think when he eats something he turns into a rat.

I think that Roger opens a book and changes into a rat

Why do you think this? it's good

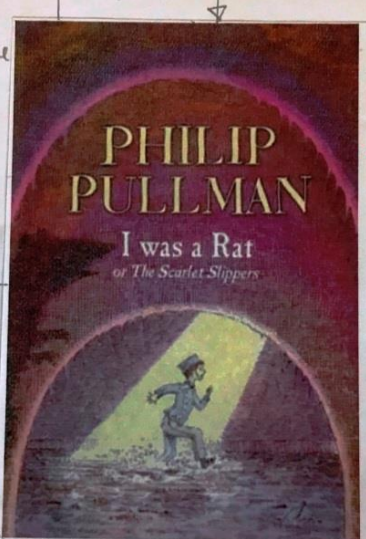
Mabeey Roger is a hotel Man

I think that Roger might be running away from the light because Roger might have been caught

I think Roger gets stuck and gets chased by rats

Mabeey A Wizard is chasing after Roger

I think that Roger will be cursed



Inf

Predict what might happen from details stated and implied

****LO:** To select and retrieve information from a non-fiction text.

To find and copy key words and phrases

- 1) What can parents do to protect their eggs or chicks? Use evidence to support your answer.

They feed their chicks to stay alive.

- 2) Cuckoos different to most birds, where do they lay their eggs?

They lay their eggs in other birds nest.

- 3) Why do most birds nest in large colonies? How do you know?

They nest in large colonies because it is harder for the predators to attack.

- 4) Find two examples of unusual resting places.

In old rabbit hollow trees and garden sheds

- 5) Where do white storks often build their nests?

White storks often build their nest on high rooftops, such as churches.

Keep watch

LO: To identify writing techniques and discuss their impact.

What writing techniques can you spot? Label the text to show them and write a sentence by each to explain their impact.

The feelings "The emotion in the room was almost palpable. I think this because they are feeling the emotion."

The similes "dumbness struck James' like a tidal wave it's create an image in the reader minds."

S&R

Retrieve and record information from non-fiction.

LfE

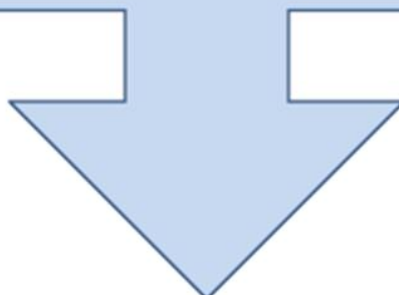
Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader.

Milestone 2 – Phase 1, 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.



Using the main points from the chapter "Birtwick Park", write a summary of the chapter.

In the chapter 4 called Birtwick
Park Parkey was ready to leave his
master. Parkey also goes right into
the stable and he met Merrylegs.
After that Merrylegs leads Parkey to
Ginger. Ginger kicks and bites.
★ Super summary! Thank you

M&S

Summarise the main details from more than one paragraph in a few sentences.

Lesson 9

L.O. To summarise the main ideas within the text.

Summarise the main ideas - describe briefly the key details.
Recap what has happened in the text. Bullet point the main ideas from this.
Then turn these into a short paragraph to summarise.

- A robin tries to find his home
- went on a journey through forest, valley, sky, mountain, sea

Good start at summarising the text Petrina! Thank you
What other key details do you need to include in your summary?
acts 1st person

A bird called robin is lost and he is trying to find his way home, he went on a journey through the forest, valley, sky, mountain and the sea. When he got to the sea he saw a boat, he so wanted to land on the boat but he was not quite sure if it was safe but he went for it. Suddenly robin saw 2 birds

M&S

Identify main ideas drawn from more than one paragraph and summarise these.

Lesson 4:

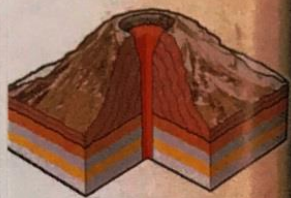
L.O. To explore the meaning of words to understand the text.

Explore the meaning of unfamiliar words- make sense of words you are unsure of to understand the text.

Label the texts with definitions of any words you are unsure of. Then, match up the images of the volcanoes to the correct descriptions to show the four main types of volcano.

Cinder cone

Cinder cones are the smallest and most common type of volcano. They are made of cooled fragments of lava, called cinders. These volcanoes often form on the sides of bigger volcanoes.



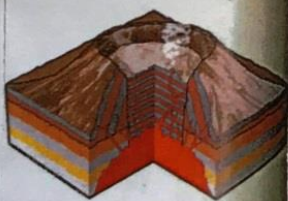
Stratovolcano

The "strato" part of this volcano's name means "layer". This steep-sided cone is built of many layers of lava and ash, caused by many explosive eruptions.



Caldera

Calderas are huge craters. They form when the top part of a stratovolcano collapses. Stratovolcanoes do this when a huge amount of melted rock, or magma, builds up below them and then explodes.



fragments - small pieces
steep - tall in height
huge crater - large bowl-shaped hole in the ground

Lesson 5:

Clarify

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

In 2010, a volcano in Iceland
of ash into the sky. My flight
eruption. I felt really worried
know if I was going to live or
scared about the eruption.

Lesson 7

L.O. To infer a character's feelings

Infer means to use clues from the text to guess how the character is feeling. From looking at the pictures and the text, label the page to show how the robin may be feeling at each point. Use the pictures and text to help you. Then, write a sentence to explain your thoughts.

MICHAEL MORPURGO

COMING HOME



The deck pitches and rocks, rises and falls.
Judge the landing, get it just right.



Perch, cling on, but a breaking wave sweeps me away.



Down onto the deck, rolls me over and over.
Helpless now.



Until, until...

↓ In the picture, the robin look quite *concerned* because he doesn't know what he is.

↓ In the picture, the robin look quite *worried* because he is not quite sure if it is safe to land on the boat.

↓ In the picture, the robin look quite *scared* because he doesn't know that any one is here.



✓ Good use of inference today! *thats*
how is robin feeling in the last picture? I will join my sentence

Inf

Draw sound inferences, supported through reference to the text.

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.



Lesson 3: 15.3.17

L.O. To infer underlying themes and ideas within a text

Infer means to use evidence from the text to support an idea or opinion that is not explicitly written.

Explain what a true friend is, using evidence from the text to support you.

I think the poem is about the fact that friends will never leave your side because it says in the poem "true friends will stay with you until the very end".

I think the poem is about that true friends can be anyone because the poem says "true friends can be your sister or brother".

I think the poem is about true friends doesn't matter if you have good time or bad because the poem says "true friends don't care if you lost or won".

I think the poem is about having lots of happiness because the poem says "true friends tease all in good fun." ✓ Well done. (1hp) + thanks

Lesson 4: 16.3.17

R&E

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

T&C

Identify themes and conventions in a wide range of books.

Inf

Infer underlying themes and ideas.

Use the text to explain how you would be feeling if this poem was written for you.

I would be feeling loved because the person who wrote this said "true friends will love you no matter what you do."
I would be feeling important because the person who wrote this said "true friends will never truly leave you."
Great use of the poem to infer! 😊
Thank you

Comprehension - Respond & Explain-Lesson 4

LO: To explain my response to the poem.
How did the poem make you feel when you were reading it? Write sentences in your book to explain (Remember to use evidence from the poem such as words or phrases).

The poem made me feel scared because it said winter crept through the whispering wood and it said his lips were icicles and his back was death.

✓ Great explanation, you used evidence from the poem to explain your answer! Thank you

R&E

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

Lesson 5
 L.O. To infer underlying themes and ideas
 To write to the reader as an author explaining how the themes in the story have been crafted



Dear Lily,

A main theme in Treasure Island is mystery because the text says a strange man appeared and no one knows where he came from, not sure why, how he got here. ✓/MT.

Inf

Infer underlying themes and ideas.

T&C

Identify themes and conventions in a wide range of books.

Lesson 2: 14.3.17
 L.O. To recognise some different forms of poetry.
 To work out different type of poems and their characteristics.
 Identify what type of poem True Friends is. Explain how you know.



This is a free verse poem because it doesn't follow any rules. This poem has rhyming, syllable count, punctuation, number of lines, number of stanzas. It does not have 14 lines so it is not a Sonnet. This poem has 20 lines so it is a free verse. ✓/MT.

T&C

Recognise some different forms of poetry.



Lessons 2 and 3: 26.4.17-27.4.17

L.O. To identify features that characterise books set in different historical settings.

To look at texts to identify how we know they are set in the past.

Pick out the key words and phrases which show you that the text is set in the past.

Text: Historical texts		Week Beginning: 25.4.17	Year Group: 4	Class:
Title of text: Evidence from the text: clues about the way people talk/transport/description about the setting/clothes.	<i>Across the Roman wall - Collis</i> Slaves horse chariot young mistress	<i>Children of winter</i> Tis best we do it now Cloudy's milking - pail a lantern many candles, and a slate table - stones firelight lantern	<i>Gladiator - Theresa</i> Slaves masters Amphitheatre Amphitheatre gladiators entrance arena arena gladiators	

T&C

Identify features that characterise books set in different cultures or historical settings.

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



L.O. To discuss the authors choice of verbs and the effect on the reader.

H, A, P, P, Y.

Explain how authors choice of the verbs tell us more about the characters.

The author has chosen the word ordered so this tells me that youstulus is a bossy leader.

LfE

Identify how language contributes to meaning.

Monday 8th May 2017 - Friday 12th May 2017

L.O. To clarify what I read by using a dictionary.

To use a dictionary to look up the meaning of words.
Use a dictionary to explore the meanings of words.

Honour means to give someone ~~for~~ special praise or attention or an award. I know that honour means to give someone special praise or attention or an award so this tells me that A mulius awarded Rea Silva. ✓

Descendants means a person's descendant are the people in later generations who are related to them.

I know that descendants means a person's descendant are the people in later generations who are related to them so this tells me that the descendants of Remulus could claim the power.

① Tiber means river

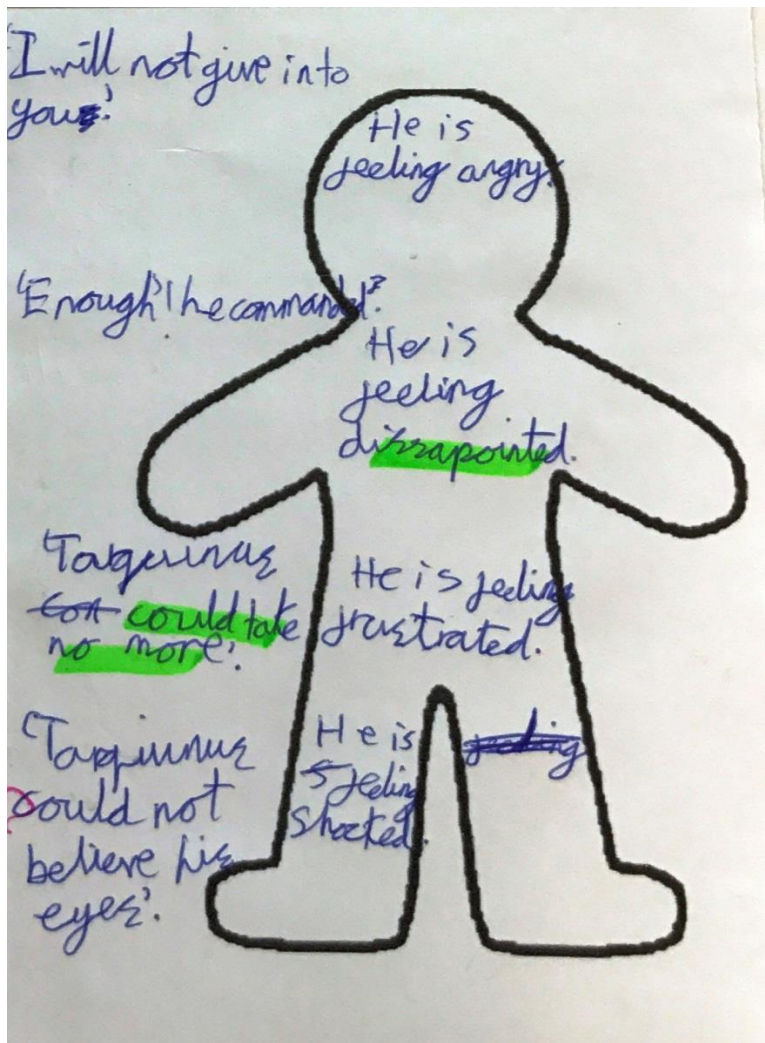
L.O. To infer character thoughts and feelings.

Create a thought bubble to explore character thoughts and feeling using emotive language.

Clarify

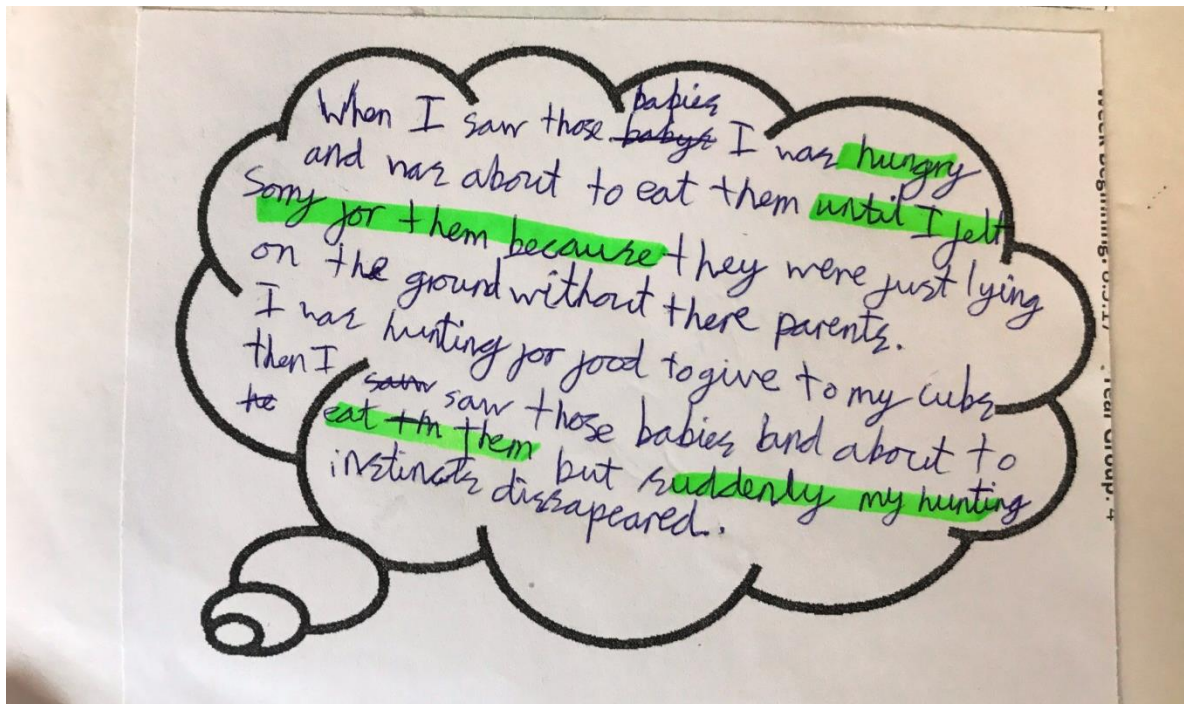
Use dictionaries to check the meaning of words that they have read.

Discuss understanding as it develops and explain the meaning of words in context.



Inf

Draw inferences such as inferring characters' thoughts, feelings and motives from their actions, justifying inferences with evidence.



Inf

Predict what might happen from details stated and implied.

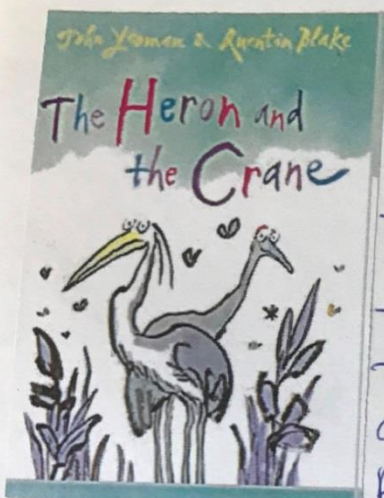
Tuesday 20th June - Friday 23rd June

LO: To make a 'justifiable prediction'

To use the text to predict what will happen



Text mark the front and back cover. Write a prediction to explain what you think the text will be about.



I think that the heron and the crane will ~~be~~ become friends ~~because~~ they look happy together in the front page.

I think that the crane will be sneaky and scare the heron ~~because~~ in the front page the crane is smiling behind the heron and the heron looks ~~so~~ worried.

I predict that this book will be about the heron and the crane ~~because~~ the front of the page has a heron and a crane and the title says "The Heron and the Crane!"

②117

LO: To infer character thoughts and feelings

L.O. To identify and explain presentational devices of a

fictional text

To look at the presentation of fiction texts

Identifying presentational devices and explain why they might be used.



crane +

✓ M7.



⑥ The presentational device of the illustration of the crane shows his feelings. With the text, this shows us that that the crane is not wanting to listen to ~~hear~~ the heron.

The presentational device of colours shows us how the crane and heron is feeling because in the picture the ~~soot~~ colour is dark and makes it the heron is sad and when it is bright it shows the crane is feeling happy. 😊

LfE

Identify how language, structure and presentational devices contribute to meaning.



L.O. To make comparisons within a text

I think because

To recognise themes throughout the story

Using evidence from the text compare the maternal character in the story

Rea is ~~is~~ protecting her babies because "She clutched ~~it~~ her babies, crouching to protect ~~for~~ them with her body" on the other hand the she-wolf is caring for them because "She lay down beside the baby boys, and encircled them with her furry body and began suckling them".

Do these characters show love and protection differently? ~~yes~~ no

① she-wolf feeds the children
Rea protects / hides them.

Rea showed love because "she must hide them and ~~st~~ Rea thought in a panic" on the other hand the she-wolf shows protection ~~curled~~ around the infants because she "curled around" the infants.

T&C

Identify themes and conventions in a wide range of books.

Inf – Infer underlying themes and ideas

Video Transcript

Year 4 – Petrina's Transcript – *Voices in the Park* by Anthony Browne

P – (Reads 'First Voice').

T - Now you've had a read of that first section, what do you think about Mrs Smythe, the character here? What do you think she is like as a person?

P - I think that she is very strict or something like that.

T - Why do you think she is strict?

P - Because she said, "Come here right now" at her child.

T - Are there any other words you could use to describe what she is like? How else might you describe her?

P - She might be worried.

T - Tell me why you think she might be worried.

P - Because in the first part her child has gone missing and she was wondering where they were.

P- (Reads 'Third Voice')

T - We've read and talked about the words you've chosen to describe Charles' mum. How do you think Charles would describe his mum?

P - Maybe he thinks that she doesn't want him to talk to other people that he doesn't know.

T - What makes you think that in the text?

P - Because he met the girl and now the mum is taking him away from her because he probably doesn't know who she is.

T - Is there something in the pictures that makes you think that? What kind of impression do you get of Charles and Smudge here (points)?

P - That Smudge is really happy and Charles is feeling all worried because he might fall down.

T – Do you think he is used to playing like this?

P – No (laughs).

T – Do you think Smudge is used to playing like this?

P – Yes.

T – What makes you think that?

P – Because she is all happy and cheery.

