

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 4 - Thomas

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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 – Thomas

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.

Thomas has been judged to be solidly secure throughout the year as a reader. Inference and Language for Effect are domains that his teacher feels he finds more challenging. He is a slightly reluctant reader, he does read at home but this is infrequently. His preference as a reader would be to read simple fiction. He can find it difficult to analyse author's choices as writers, and how this impacts on the reader. He has built up reading stamina within school, though can often be disinterested in reading. He can skim read to get the 'gist' of a text, but he can sometimes miss important information and deeper understanding of the text. Thomas uses context clues to help him to establish meaning of unknown words. He is an active reader who asks questions to ensure understanding of what he has read.

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.



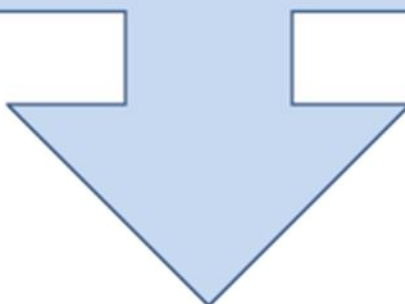
Year 4	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	Apply their growing knowledge of root words, prefixes and suffixes (etymology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

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.



GUIDED READING

1. Why did James have to go and live with his aunts?
2. What did Aunt Spiker and Aunt Sponge used to call James? Find three examples.
3. What could James see from his new house? Find at least three things.
4. Why didn't Aunt Sponge and Aunt Spiker let James go out of the garden?
5. What would happen to James if he climbed over the fence?

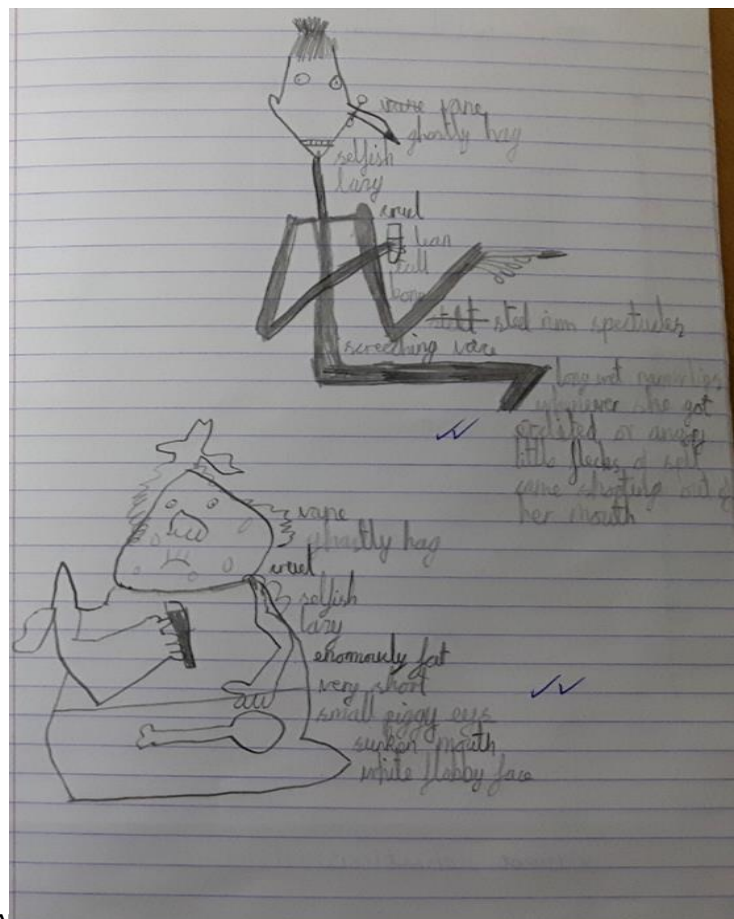
M&S

Retrieve and record information from the text.

1. James parents got eaten by a Rhinoceros. ✓
 2. You disgusting little beast, *you thick nuisance or *you miserable creature ✓
 3. Woods and fields, a small grey dot on the top of his old house and the ocean. ✓
 4. Aunt Sponge and Spiker would never could never be bothered to take him out for even for a short walk or a picnic and? he wasn't permitted to go alone because he would only get hurt. ✓
 5. He would get put in the cell full of wild and noisy rats. for how long? for a week. ✓
- * it's missing ✓

Inf

Infer characters' thoughts and feelings.



Guided Reading

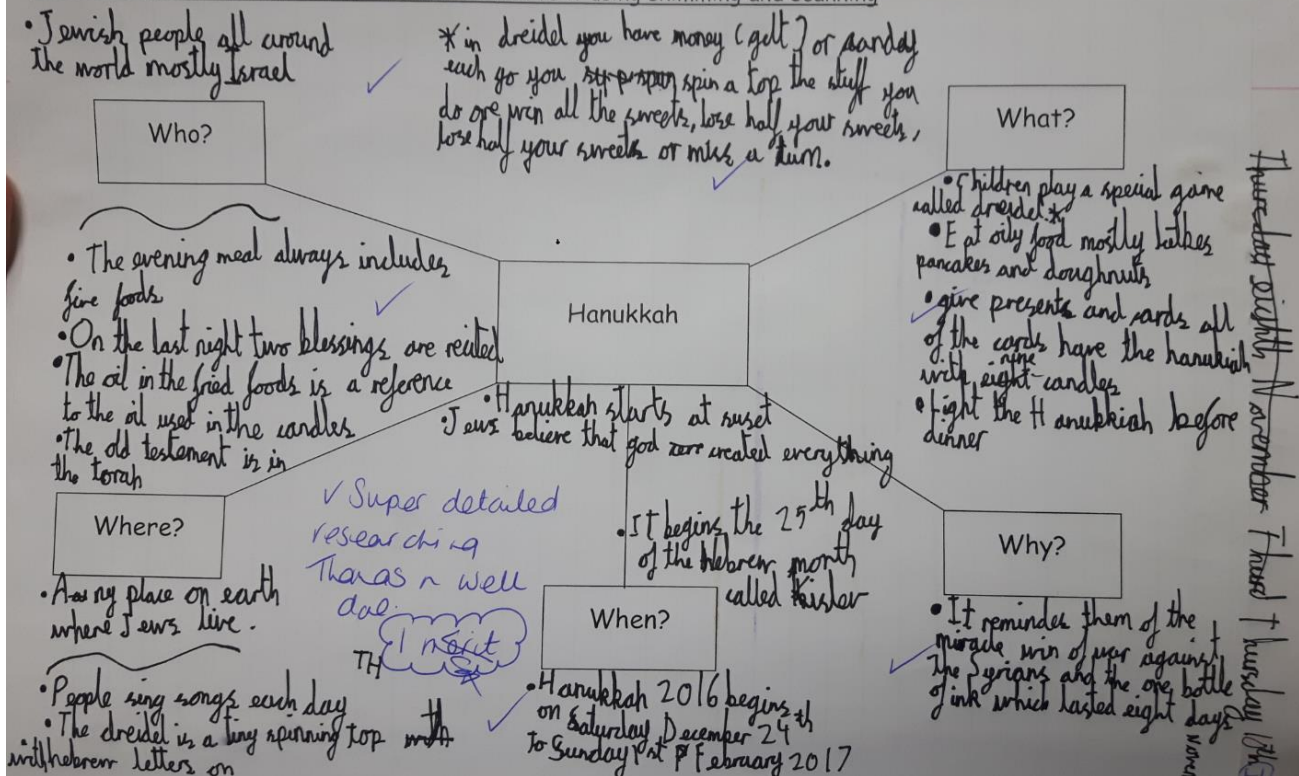
Find the meaning of these words and write them with their definition in your book:

Word	What you think it means the story	Dictionary definition
peculiar	weird	strange or unusual ✓
ghastly	frown	very unpleasant or bad ✓
dainty	tiny	small, delicate and pretty ✓
radiant	hot	radiating light or heat ETC ✓
hideous	ugly	very ugly or unpleasant ✓

Clarify

Explain the meaning of words in context.

WALT: Retrieve information from a non-fiction text using skimming and scanning



St Lucia Day

1. When is St Lucia Day celebrated in Sweden and why is it celebrated then?
2. Why do they celebrate St Lucia Day and can you explain the importance of the Festival?
3. What traditionally happens on St Lucia Day in Sweden?
4. What special food is made during the festival?
5. Who else celebrates St Lucia Day?
6. Can you explain what light symbolises for the St Lucia festival in Sweden?

1. ^{Lucia} St Lucia day is celebrated on the 13th December because it is the longest night of the year. ✓
2. ^{Lucia} St Lucia day is celebrated to show when a young ^{Sicilian} girl named St Lucia ^{stood} standing up and ^{kept} keeping her religion. It symbolises the breaking of the winter spell and bringing light back to the world. ✓
3. In St Lucia day girls dress up as St Lucia, they have to wear a white robe a red sash and an evergreen crown full of candles. Boys be a star. On St Lucia day children wake up early and they usually sing songs give parents coffee and give them a special traditional biscuits called Lassekatter. ✓
4. The children make special traditional biscuits called Lassekatter. ✓
5. Sweden, Finland, Italy and the Caribbean celebrate St Lucia day. ✓
6. On St Lucia day light is used to show St Lucia. ✓

S&R

Retrieve and record information from non-fiction.

Super detailed research Thomas

Thursday 10th November

Why is the Chinese Lantern Festival Celebrated?

- Respect Buddhists God to Buddha Buddha.
- It symbolises the coming back on spring.
- First full moon of the Chinese new year.

When is the Chinese Lantern Festival celebrated?

- January 15 on the Chinese lunar calendar.
- First full moon also on the Chinese lunar calendar.

As time goes by more and more activities are added to the lantern festival

Chinese Lantern Festival

How is the Chinese Lantern Festival celebrated

- Good day for family gatherings
- Lanterns all shapes and sizes are hung in houses and streets
- Tangyuan (a rice glue ball) is eaten it could have different stuffing such as white sugar and meat
- Do special activities such as dragon lantern where they dress up as a dragon and walk around streets
- Another activity lion dancing where they dance like a lion in a lion suit.

Other Facts

- People play stilt, where they put on stilts and walk around the town.
- People play striking pease drums where they strike a drum with a pease symbol
- They also set off fireworks
- People appreciate the moon

Where is the Festival celebrated?

- It is celebrated all over the world where Chinese people live.

Monday 21st November
Guided reading questions - The Iron man

Walt: skim and scan a text to find evidence for our answers

- The Two similes the author uses are:-
 - The Iron man is taller than a house
 - His great Iron head like a dustbin but as big as a bedroom.
 The reason I think the author chose the first one is because he is describing how tall he is. I think the author chose the second one is because the head is shaped like a dustbin but it was as big as a bedroom.
- I think it is night time because it says "Taller than a house, the Iron man stood at the top of the cliff, on the very brink, in the darkness." I think the weather is windy because it says "The wind sang through his Iron fingers."
- When the seagull first saw the Iron man it thinks for the eye is it a weird sort of clam and for the hand a weird sort of crab

R&E

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

LfE

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

Monday 14th November (I)

THE IRON MAN

TED HUGHES

Who did he come from? ^{how high was it? what cliff?}

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows. ^{who made him?}

Taller than a house the Iron Man stood at the top of the cliff, on the very brink, in the darkness. ^{what it was?}

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea. ^{what was that a weird?}

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. And his right foot, his enormous iron right foot, lifted - up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness. ^{did it hurt?}

CRASH! CRASH! CRASH! ^{again did it hurt?}

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed

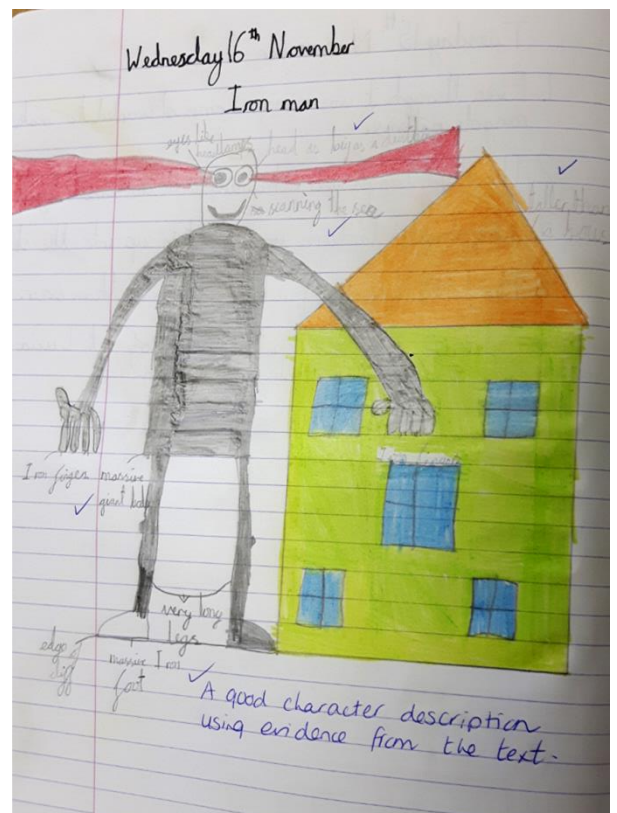
His iron legs fell off. ^{was he OK?}

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off. ^{was he OK?}

All the separate pieces tumbled, scattered, crashing bumping, clanging, down on to the rocky beach far below.



Clarify

Ask questions to improve their understanding of a text.

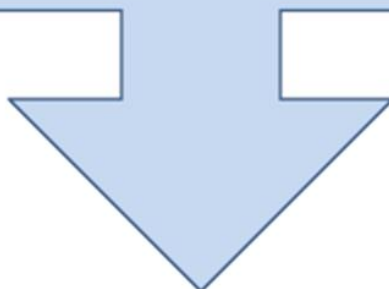
Discuss understanding as it develops and explain the meaning of words in context.

Milestone 2 – Phase 1 and Phase 2

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Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
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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
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- 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.



Diagram showing a horseshoe crab (left) and a tube worm (right).

- Narrow boat, axes, spear, oars, ely pica
- iron helmets, swords, Anglo saxons, E dry
- Raiders, wooden shields, Viking, fighting
- shields, ill omen, drawing of weapons, but
- Good defeat. Was the wooden
- swallow show that it happened in the
- past? I don't think so

TH thank you for the ment

WALT:
Draw sound inferences supported
through reference to the text

1. I think the ~~more~~ narrator is afraid of the raiders because he said they were carrying axes, swords and shields. I think he is scared of the raiders because the men are basically giants. They are scared of the raiders because of strong iron helmets.

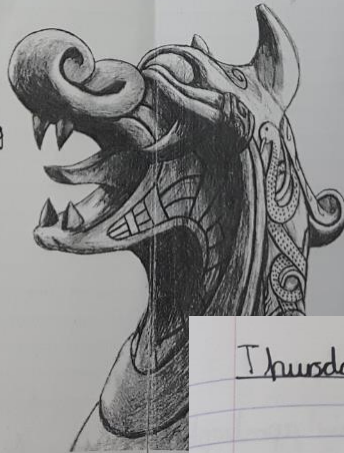
2. I think the ~~same~~ word that means holding is brandishing.

Edna's 2. I don't deserve a father figure, because he shouts to leave my son alone and charges at the man. He also fights Vikings to save his villagers' creations and his family.

4. I think it is because the roof was falling down and he thought his son may die from it.

5. It is full of huge men, long fair hair underneath Iron helmets. They are quiet intent and menacing. They are all carrying axes and swords.

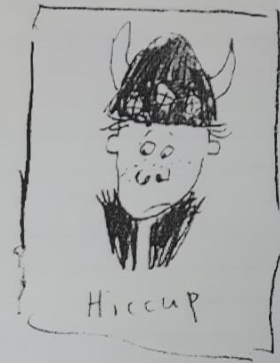
But think the wooden swallow is important to Tedric because his grandfather gave it to him and said it would give him luck and when anyone is in trouble he ~~does~~ does something to it and it automatically helps them. Also I think



key:

Beginning	=	Beginning
Middle	=	Middle
End	=	End

Thursday 5th January 2017



Draw sound inferences, supported through reference to the text.

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

Outside

A very skinny boy.

A small freckled young man.

Fashionable red haired niking which stood up vertically
normater what.

~~Hiccup~~ was just a young man who was just skin and bones.
A pure average viking who wasn't the best at anything.

extremely Inside

extremely Inside
An important ~~in~~ person because he is air to the throne of
perk.

A very shy boy but a know it all just like fishlegs.

A sad and lonely sinking with not even a single friend for
and wife.

A unique and different riking from the pack of hairy hoots

Feelz his not good at anything riking like.

THE SAGA OF ERIK THE VIKING

WALT: Answer questions involving inference

1. Erik's men felt depressed because they found out that the island was a heap of rubble.
2. He saw a light in the far far distance.
3. He didn't want to scare his men because it might be dangerous.
4. Pitch black night like a deep rumble.
5. They turn into rocks.
6. Blind, old, dressed in black, hooves instead of feet, two grey stones instead of eyes.

WALT: Summarise a story extract

Erik and his men saw that the land they had found was a pile of rubble with no greenery or animals.

Erik saw an old enchanter who turned three giant boulders into three giant rocks.

Erik and his men were turned to stone but only not only was that the problem his ship was also turned to stone.

The old enchanter turned the lands and what about the Golden Dragon?

WALT: Predict the meaning of a word and check this using a dictionary

I can see some really good prediction and dictionary work here - well done TH

figurehead: a material carved to shaped like a head. The Golden Dragon's figurehead.
: a carved figure decorating the prow of a sailing ship.

sought: trying to find something. But till until I have sought that distant land.
: part tense of seek.

helm: a part of a ship. Erik stood at the helm of the Golden Dragon.
: The handle or wheel used to steer a ship.

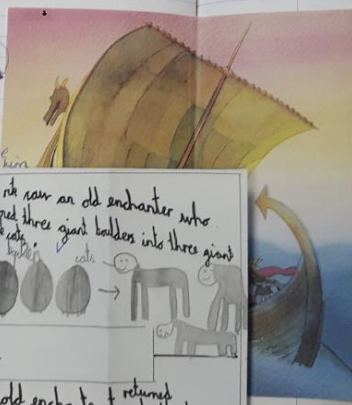
speck: a dot of land. A speck of land.
: a small dot or particle.

horizon: The distant sea. Speck of land on the horizon.
: The line where the earth and sea/sky seem to meet.

port: where ships set in. Rocks to port.
: A harbour.

Starboard: The board of a ship. Rocks to starboard.
: The right hand side of a ship.

fjord: a narrow inlet. They found themselves in a deep fjord.
: a different spelling of fjord. ~ Yes, but what



M&S

Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.

Inf

Predict what might happen from details stated or implied.

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

Erik the Viking

dogged: He didn't want to go home until he found the land where the sun goes at night.

brave: He was never scared on the journey even though the waves were vicious.

adventurous: He went into the cave even though his friends told him not to.

fierce: He was at the front of the boat and had a strong sword.

confident: He believed he would find the land where the sun goes at night.

determined: He never gave up when he tried to find the land where the sun goes at night.

Choose 6 adjectives to describe each of the characters and say why you have chosen this word with evidence from the story.

Hiccup

brave: He went into the cave even though he went into a cave knew it was full of starving dragons.

dogged: He trained to kept on trying to train Toothless.

determined: When people bully him he gets more determined every time they do bully him.

scared: He didn't want to get thrown into exile.

anxious: He thought he may die in the cave.

fearful: He gave Fishlegs his dragon and went back to get a dragon for himself.

Wednesday 25th January (H)

Clarify

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

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

Retrieve and record information from non-fiction.

Thursday 9th March ①
 ✓ I can see some careful reading too TH

Why? How long ago? What place in Africa? What small village?

A long time ago, in a certain place in Africa, a small village lay across a river and half a day's journey from a city where a great king lived. A man named Mufaro lived in this village with his two daughters, who were called Manyara and Nyasha. Everyone agreed that Manyara and Nyasha were very beautiful. *How beautiful? For how long? Why?*

Manyara was almost always in a bad temper. She teased her sister whenever their father's back was turned, and she had been heard to say, "Someday, Nyasha, I will be queen, and you will be a servant in my household." *What does that mean? Why?*

"If that should come to pass," Nyasha responded, "I will be pleased to serve you. But why do you say such things? You are clever and strong and beautiful. Why are you so unhappy?"

"Because everyone talks about how kind you are, and they praise everything you do," Manyara replied. "I'm certain that Father loves you best. But when I am queen, everyone will know that your silly kindness is only weakness."

Nyasha was sad that Manyara felt this way, but she ignored her sister's words and went about her chores. Nyasha kept a small plot of land, on which she grew millet, sunflowers, yams, and vegetables. She always sang as she worked, and some said it was her singing that made her crops more bountiful than anyone else's.

Why did she sing as she worked?

What's more?

I meant

✓ A lovely prediction of the ending of the story THIL...



Nyasha is queen and her mean sister Manyara is in jail.

Clarify

Ask questions to improve understanding of a text.

Inf

Predict what might happen from details stated and implied.

My Anglo-Saxon God Fact File

Tuesday 14th March ① Great researching TH

Name: Bealdor, The god of light and truth  Features: - He was the son of Woden and Frige. - He was the most popular of all gods. - Bealdor dreamt of his own death. - The gods' favourite game was throwing things at Bealdor.	Name: Eostre, the goddess of Spring and Rebirth.  Features: - Her sacred animal was probably the hare. - She was the Easter was named after her. - Eostre's special month was April. - Easter eggs and the Easter Bunny come from her symbols.	Name: Tiu, The Anglo Saxon god of war and combat.  Features: - He was also a sky god. - His sacred animal was the wolf. - His special day was Tuesday which means 'Tiu's day'. - He was usually shown with only one hand.
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Tuesday 2nd May ①

Remember me from whence I came,
across the ocean and far away.
Remember me for struggling bravely,
in the fields of mud, filth and steel.
Remember me for lying on a hospital bed;
so white, so stark.
Remember me being carried by my comrades
under a blanket of red and white.
Remember me being lowered into my permanent
bed;
so soft and peaceful.
Remember me in the stillness of the night,
Gone but not forgotten.

R&E

Listen to and discuss poetry.

What

1. The title tells us that the person wants us to remember him. ✓
2. The poet is trying to tell us that a person sailed across the sea to fight for a country and doing that he got it. ✓

Point of view

1. The poem is written in first person. ✓
2. The character character is speaking. ✓
3. He is feeling peaceful and yes it is the same feeling in each verse. ✓

Structure

1. There is only one verse. ✓

2. Yes he does, a semi colon. ✓
3. Eight or nine syllables in each line. ✓

Language

1. Struggling bravely, mud, filth, filth, steel, gone but not forgotten, forgotten and blanket of red and white are the important words.
2. Permanent bed and so white, so stark give me a strong feeling.
3. He uses peaceful as a peaceful word. ✓

* The words

Personal Response

1. I like this poem because he always tries to use the same amount of syllables in each line and because it is a semi colon poem calm poem. ✓

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



Y4 Information Text: Biography Example Text

Who Was the Real Troll of the Bridge?

Thorvald the Troll was born in the 19th century in northern Norway. He came from the town of Tromsø although he spent most of his life in the mountains.

Early Life

When Thorvald was born, his family were very surprised because he had a squashed nose, pointy ears and huge green eyes. His older sister trolls Ava, Anna and Elsa loved him very much even though he looked very different to them. Anna remembers, Thorvald was always smiling and laughing.

Then he went to school and everything changed. The other trolls, goats and sheep in his class laughed at him because of how he looked so he was extremely upset. On one occasion, an unkind child even tripped him up so he fell on his face. After that, his teeth were permanently wonky.

Thorvald's parents knew his favourite subject was nature so they often went to observe the animals^s and plants^s lives. He became quite an expert and could name almost any bird or flower that he saw!

Growing Up and Moving On

When he was an adult, Thorvald found it hard to get work because everyone said he was too ugly. After a while, a farmer gave him a job mending bridges. Thorvald had to check each one and repair any damage. He was a tremendous worker and enjoyed spending his days out in the fresh air. Plus, he won a special award for protecting the countryside.



Y4 Information Text: Biography Example Text

Nasty Neighbours

He lived in a cosy cave under one of the bridges and was very happy. However, some people still made fun of him. Three irresponsible billy goats from the next meadow came to annoy him every day. They trip-trapped noisily over the bridge while Thorvald was trying to sleep. Eventually, this made him so cross that he climbed up and shouted at them. They pushed him right off the bridge and into the water! Luckily, Thorvald was a great swimmer with lots of swimming awards and escaped further down the river.

A Quiet Life

Thorvald decided that he would go and live secretly up in the mountains. He wrote books all about wildlife but he didn't use his real name. He also opened a home for retired goats. Thorvald died when he was 97 years old. Most people remember him as an angry, dangerous monster and say he ate billy goats but this is simply incorrect. He was actually a really kind but sadly misunderstood creature.



- verbs in past tense
- possessive & apostrophes
- expanded noun phrases
- fronted adverbials
- Year 4 spelling words
- punctuation around speech
- subheadings

LfE

Identify how language, structure, and presentation contribute to meaning.

T&C

Identify themes and conventions in non-fiction.

Identify features that characterise non-fiction.

6 Look at the first page of the leaflet beginning: *Join us for a very special birthday party.*

What happens when you go to a party at the centre?

Number the events from 1 to 5 in the order they happen.

The first one has been done for you.

You eat some party food.

5

You take part in craft activities.

4

You meet the party greeter.

1

You go to the party rooms.

3

You pay the money you owe.

2

M&S

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

Wednesday 21st June

1. Birth

- He was born in ballylongford, Ireland at a shooting lodge.
- His parents were called Henry Kitchener and Frances Kitchener.
- He got taught by a private tutor because his dad didn't like schools.
- In 1864 Frances was ill, so they moved to Switzerland.
- The family thought the clear air and better weather would help her get better but it didn't. She died the same year.
- Kitchener's father got remarried and moved away, so Kitchener didn't.

2. Army

- Kitchener passed the entrance exams for the Royal Military Academy, when he was eighteen.
- He was trained there to become a soldier so he could fight in the army.
- He was influenced by his father, who was a British officer.
- He was in a strict & formal family so he had to work extra hard to gain rewards from his parents.
- He worked especially hard which led him to be a very good leader.
- 3. When he left the military he fought in many battles places including Palestine, Cyprus, Egypt, India and Zanzibar.
- He fought at the battle of Toshi 1889 in Egypt.
- He reorganised the Egyptian police force in 1898.
- He gained the skills of a strong leader.

S&R

Retrieve and record information from non-fiction.

Video Transcript

Year 4 –Thomas’ Transcript – *Voices in the Park* by Anthony Browne

P – (Reads ‘First Voice’).

T –Do you know what a mongrel is? ‘Some scruffy mongrel’

P – That head (points to picture)

T – Yes. What clues did you use to help you? What do you think it might be?

P – Maybe a mongrel is a type of dog?

T – Do you think it’s as smart as this dog? (pointing to the other dog in the picture)

P - No.

T – OK. What makes you think it’s not as smart as this dog?

P – Because it’s quite scruffy.

P- (Reads ‘Second Voice’)

T –Do you recognise anything here?

P – It’s the same dog from back there.

T – Yes! Well done.

P – (Reads ‘Third Voice’) is that the same dog again?

T – Yes. So that’s a different perspective isn’t it? How are they different?

P – In each paragraph for some reason it’s changing.

T –How is it changing?

P – In that paragraph they didn’t really like it. Then in the second voice they were walking him which may have given him time to think about if he wanted to be friends with that dog now.

T – Do you think the lady in the first voice that was talking about her dog and this scruffy mongrel - Do you think that she’d be happy that those dogs were playing nicely?

P – Not really. Because she was annoyed about the mongrel so I think she wouldn’t like them playing together because she was suspicious about them.

P –That’s the one from the second voice!

T – You’re piecing it all together now aren’t you?

T – What does that tell you about how mummy feels?



P – She doesn't like him playing with Smudge.

T – Why not?

P – It's the owner of the mongrel. Maybe Smudge will be there next time.

P – (Reads 'Fourth Voice') It always does that.

P – (Laughing and pointing at picture) He's really angry so it blows the hat off him.

P – Hey that's Smudge (pointing at picture).

T – What did you think about that story?

P – It was quite good.

T – What did you like about it?

P – Each new paragraph was a different voice in the change of scene.

T – That's right they all went to the same park, the same characters, but from different points of view, and they all had a cross over.

P – Each time - so the first voice had one point of view, the second voice had another, the third had another and the fourth voice had another.

T – Have you ever read any books by Anthony Browne before?

P – I don't think so.

T – Did this book remind you of anything?

P – Not really.



