

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 5 - Caitlin

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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 5 – Caitlin

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for reading in Year 5. This pupil is working within age-related expectations.

Commentary

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

Caitlin reads independently at home, she likes reading 'Harry Potter' and is currently reading 'Alice through the Looking Glass', she has also read and explored a number of heritage texts at school. She has received additional support with inference as assessment showed that at times she found the understanding of some vocabulary difficult and linking ideas together to build overall meaning challenging, in order to support inference. She has developed strong reading stamina throughout the year as a result of the shared reading approach at school and reading for pleasure independently. Caitlin draws upon a range of strategies and skills when reading, she is able to skim and scan confidently to retrieve information and through adult questioning, Caitlin is able to answer questions about the text accurately and thoughtfully, which shows solid understanding. Her written responses to the texts read in class also show a deep understanding of what has been read. Her reading preferences seem to lie in fiction. As she is developing her experiences as a reader, she is able to make links and connections across a range of texts. She is able to identify the features of language that the author uses and mostly understands the effects that are created for the reader. She demonstrates understanding of underlying themes of the texts 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.



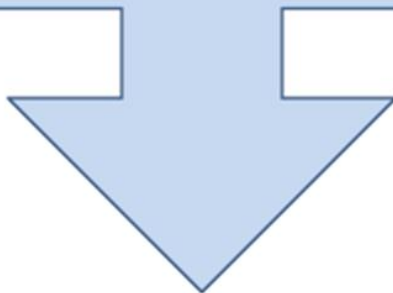
Year 5	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i>	Ask questions to improve their understanding of a text	<i>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</i> Distinguish between statements of fact and opinion and understand why this is important to interpreting the text	<i>Retrieve, record and present information from non-fiction</i> Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen	Recommend books that they have read, giving reasons for their choices <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i> <i>Provide reasoned justifications for their views</i>	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience	Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
Phase 2		Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	<i>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</i>	Extract information and make notes using quotations and reference to the text	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and explain the author's point of view with reference to the text	Make links between the authors' use of language and the inferences drawn	Discuss and evaluate the intended impact of the language used with reference to the text	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
Phase 3					Make comparisons within and across books		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors

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.



M&S

Check that the book makes sense to them by discussing their understanding and exploring the meaning.

Wednesday 7th September 2016

WALT: read around a word to work out what it means

Wind in the Willows by Kenneth Grahame Chapter 1 - The River Bank

Word	What you think it means in that sentence of the story	Dictionary definition
seclusion pg 2	It means being on your own for a long time ✓	To shut off ✓
hither and thither pg 3	It means being fast ✓	moving in all directions ✓
sinuous pg 3	being Silly ✓	having a lot of smooth twists and curves ✓
insatiable pg 4	can't stop it. ✓	a desire or urge is insatiable can't be satisfied - you want more ✓
bijou pg 4	It is on the side of the water ✓	Something small and delicate ✓
pettishly pg 5	means shy ✓	means unimportant and small ✓
sculled pg 5	stepped is a nother word for sculled ✓	to row a boat with sc ✓

Thursday 8th September

WALT: use evidence from the text to understand characters.



Rat is a polite creature who understands people's mistakes. ✓

He likes travelling down the river. ✓

He can make a picnic every child in the world wish their parents could make. ✓

He likes to daydream a lot mainly on the river. ✓

Rat worries a lot on what other animals think of him. ✓

He is very forgiving when others make big mistakes. ✓

He has a very big heart and cares for other animals. ✓

Rat is a anti-hero. ✓

© Well done Caitlin you have understood Ratly well. Please correct your wobbly line spellings.

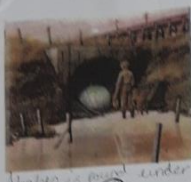
S&R

Skim & scan efficiently for facts and information related to the character in the text.

Make notes on the character, referring to the text.

Tuesday 1st November 2016

Caitlin R
Charlotte
Alice E
Adam



A boy is found under a bridge on an island. (6)



A boy is getting washed. (4)



The baby's parents have discovered a field of huge sunflowers. (5)



They are celebrating for and having lots of fun. (2)



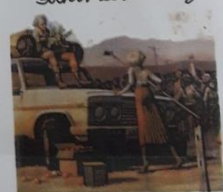
He is taking his baby back to his house. (1)



They bring pig inside. (3) all the fruit and



The are moving pigs at another animal hay. (7)



The woman is saying good by to the man who has sinned sinned the pig. (8)

Inf

Make predictions about the order of events in a text, prior to reading.

R&E

Provide reasoned justifications for their views.

T&C

Read books that are structured in different ways and read for a range of purposes.

Title of Book	General thoughts and comments
Greenling by Levi Pinzold	I think all the pictures were good but the writing didn't go with the pictures and didn't make much sense. Even is I didn't really like it.
I am Henry Finch by Alex Deacon	I think that the pictures were clever but could do with more detail and a part from that it was quite good and creative and could be the winner.
The three Ninja Pigs	The three Ninja Pigs was very sunny and the pictures were good and there were no things that needed to be better. ✓
The Cat, the Dog, Little Red, Exploding Eggs, The Wolf and Grandmas Wardrobe.	I think the story was very sunny but could do more pictures than the cat and dog than the pictures would look cool and even more sunny. ✓
Can I build another me.	I think I was sunny when describing myself but could have had more pages and it would be sunnier. ✓
Foot path glowers	I think all the pictures were beautiful but could do with words so it would make a brighter picture. ✓

Thursday 24th November 2016

WALT: understand the importance of water in stories.



Manu and the fish
The importance of water in this story is when a deadly flood that destroyed everyone apart from Manu and the fish also grew when the fish grew in water and creation.

T&C

Identify and discuss themes in a wide range of writing.

Noah's Ark

The importance in this story is destruction, creation and closing when all the hard stuff was cleaned out.



The powerful Goddess Ganga

This story symbolized Anger when Goddess Ganga got angry. Also calm and relax.



WALT: take detailed notes on a specific subject.

I am going to search up the job of a merchant.

- They visited loads of countries bordering the Mediterranean sea as well as the south.
- Sometimes Merchants exchanged goods and trade something else.
- The merchants were in the Egyptian middle classes.
- Merchants jobs were to bring back gold and other goods they can find and.
- The stuff they brought back was leopard skin, elephant trunks, ostrich feathers and slaves.
- One of the main place a merchant would trade for goods was a place called Kerma.
- The job was quite tuss travelling all the way to the south of Egypt.
- Some of the goods they got to keep they used it to get food and water.

S&R

Retrieve, record and present information from non-fiction.

Year 5

The Young Egyptian Scribe

Guided Reading

The story takes place in Egypt. It is set in modern times.

He didn't like to go because there were no sports, just work and all his friends didn't.

He hopes to join the next hippo hunt.

Ostraca is Egyptian pottery and Nakht and Karsim use to write on.

He is looking forward to the hippo hunt because he is excited to taste hippo meat again.

Papyrus is made from reeds in the River Nile.

Probably when the River Nile goes down so boats can't sail.

He smacks them with a cane as punishment.

Woebegone means when someone's face goes from stern to sternness.

Exempt means that you are one of the people who don't need to pay taxes.

R&E

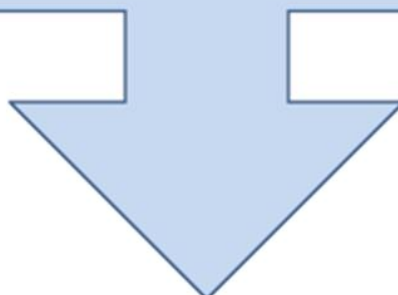
Provide reasoned justifications for their views.

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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- 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.



wednesday 10th January 2017

WALT: identify the features of a leaflet as an example of a persuasive text

Front cover different to the headings

Let the adventure begin

elliptical

paragraphs I intro

Supheading

Q rhetorical

I information

positive language + pictures

persuasive language

Humour

All sunny No rain

illustration

Horse riding, cycling, walking

There are several routes suitable for both long and short walks and cycle rides, as well as paths for horse riders. For details visit our website or pick up a leaflet from reception.

Get ready for adventure

There are some fantastic adventure sports to enjoy at the country park. To find out more about laser games, paragliding and hand gliding, wayfaring, orienteering and model gliding visit the website or ask staff at reception.

Walks

You and your dog will love exploring the country park. There is plenty of open space to investigate and sights and smells to keep those tails wagging. Although dogs can't come into the cafe there is plenty of space with picnic benches outside for you both to take a break and enjoy some tasty treats.

Feel like a queen

The cafe at Queen Elizabeth is open daily all year* serving light meals, drinks and ice creams.

There is a kiosk at the Juniper play area and another at the top of Butser Hill where you can also buy drinks and snacks.

Visit to make your visit golden

Barbecues can be hired within the country park throughout the year. Book early to avoid disappointment. For details visit www.hants.gov.uk/qecp-bbq

* except over Christmas bank holidays. Please check website or call for details.

Enjoy the wildlife

There is an abundance of wildlife and a wonderful variety of habitats at the country park. Keep your eyes open for butterflies amongst the wild flowers on Butser Hill, try to spot a deer in the woods and join us for our guided activities where we track the more secretive animals.

T&C

Identify presentational and organisational choices of a persuasive leaflet.

Discuss and evaluate how authors use language.

Thursday 12th January 2017

WALT: understand what makes a good introduction for a persuasive text

Planet Euphoria

Do you dream about what lies up in that star-filled sky at night? Imagine a new untouched planet unfolding before your very eyes. Imagine being the first to explore its wonders and riches. Imagine having the opportunity to start a whole new life for you and your family. Well, your dreams can become reality on planet Euphoria.

This unspoilt planet on the far side of the galaxy is truly unique with its breath-taking landscape stretched out beneath its soft violet sky. Unusual and exotic creatures will become your new friends and neighbours as you share their perfect paradise. Experience the life force and heart of this planet for yourself as you unravel its strengths and beauties. Energise yourself as you relax under its warming suns tasting the delicious fruits of its land. Feel invigorated as you challenge yourself to adventure across its varied terrain. Discover a new world. Discover the new you.

Planet Euphoria is the future and it's just a light year away.

Key

- rhetorical questions
 - positive writing / no negative
 - Imperative words / bossy words
 - Expanded noun phrase
 - Good ending sentence
- Great ending sentence

Word bank

Paradise

Fresh smelling
relaxing beach
Sun warming
undiscovered creatures
tropical

breath taking
magical
peaceful
tasty fruit
salubrious
fantastic

Great words!

T&C

Identify the presentational and organisational choices of a persuasive leaflet.

Discuss and evaluate how authors use language.

Newspaper Headlines

Look at these stories. Now think of catchy headlines for them:

1. The Sheffield United football team played against Wednesday and won 5-0 in a great game. The crowd was really loud as Jamie scored 2 goals, one after the other.	Wednesday never came ✓
2. A hurricane disaster happened yesterday, in Florida. The death toll has reached 200 and there are still more to be confirmed. Families have had their homes ruined.	Not so+ curyicane a Hurricane. ✓
3. A mother and son were reunited last night in a police station. The son had been missing for months, ever since he had gone to Thailand for a 2 week holiday.	Mum hugs the her bright sun. ✓
4. An obese dog was found stuck in a fence, unable to pull its plump body through the gap as it tried to chase after a rabbit. Firemen came to the rescue and cut the fence to free it.	A dog, she's just been behind in a rabbit chase. ✓

M&S

Identify and summarise the main ideas drawn from each paragraph.

Distinguish between statements of fact and opinion.

Clarify

Ask questions to improve understanding of a text.

Monday 6th February 2017

WALT: ask questions to improve my understanding of a text.

1. Is there are 700,000 carers in the UK how many carers would there be if you half 700,000?

2. How long is 50 hours a week as the carers are looking after members of families for that long? 2 days and 2 hours.

Is less people were ill and half of 13000 carers went back to their life how many will still be looking after people. 7000

How many young carers look after a family member how long a week? 13000 look after a family members 50 hours a week

How many young carers struggle with their school work? 53% ✓

Tuesday 7th February 2017

WALT: distinguish between fact and opinion.

Young carers in the UK are as young as five years old, and many of them care for a parent or close family member every day of their life. (F) ✓

As many as 13,000 young carers help look after family members for around 50 hours a week as well. (F) ✓

As trying to keep up with their studies the aim of young carers Awareness day is to raise awareness about young carers so that they can get the help and support they need. Find out more at carers.org.

WALT: explore the meaning of words in context and check this using a dictionary.

There are serious concerns that young people who care for a member of their family aren't getting the time they need to focus on their own dreams and ambitions. We must make sure that young carers get the help they need. (O) ✓

Well done Caitlin, well achieved Friday 10th February 2017

WALT: skim and scan efficiently for vocabulary, key ideas and facts.

Ambitions, struggling, dreams Found that Figures released by carers awareness day (26 January) found that 53% of young carers admit to having trouble with their school work with 60% struggling to meet deadlines.

M&S

Identify main ideas drawn from more than one paragraph, identifying the key details that support the main ideas.

Check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.

Monday 13th February 2017

WALT: identify the key details and main ideas from more than one paragraph.

Guided Reading

Who - Muslim and people
Where - Mosque
What - "Visit My Mosque" day.
When -
Why - To bring Christians and Muslims friendly to each other.

WALT: explore the meaning of words in context and check this using a dictionary.

Record Number of Britons Show Solidarity with Muslims on Largest Ever 'Visit My Mosque' Day

Highest ever number of visitors share tea and biscuits with their Muslim neighbours as third 'Visit My Mosque' Day comes to a close

Over 150 mosques across Britain opened their doors today for the third annual Visit My Mosque Day. With dozens of not hundreds reported to have attended each mosque, it could well be one of the largest attended open mosque day campaigns in the world.

'Visit My Mosque' Day, facilitated by the Muslim Council of Britain (MCB), provides a platform for Muslims to reach out to fellow Britons and explain their faith and community beyond the headlines.

Speaking at the national launch event in Khizra Mosque, Manchester, Muslim Council of Britain Secretary General Harun Khan, said: "We hope that Visit My Mosque Day will become a great British institution, as so many British Muslims opened the doors to their mosques and their homes. We were also amazed by the record numbers who came in solidarity with Muslims in the face of the hostile atmosphere they find themselves in."

"Now more than ever, we need initiatives like 'Visit My Mosque' as antidotes to the poisonous atmosphere of fear and distrust rippling through society in the wake of recent events."

A Thank You video has been released after today's 150 events:



There are more than 2.5 million Muslims in the UK and more than 1,500 mosques. The mosque is a place to gather for prayers, to study and to celebrate festivals such as Ramadan. It can also be used to house schools and community centres.

metaphor
Headline
Lead paragraph
surprised and delighted

Solidarity means when someone thinks someone's bad by over people from the same country do something bad

M&S

Check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.

Em

herpigeres: something you stick on clothes.

Dictionary Definition: designs or pictures sewn onto cloth to decorate it.

Nobleman: I think it means a man that is noble and smart

Dictionary Definition: a man or woman of high rank.

Adorned: I think it means when you make something beautiful onto your clothes.

Dictionary definition: decorate something to make them beautiful.

Steadily: I think it means when you do something carefully.

Dictionary definition: gradually, carefully.

Silken: it is one of the softest material on earth.

ch good spelling book!

(m) for careful spell checking as you write such an improvement material material

WALT predict what might happen from details implied.

help

I predict that she will see a boy in the mirror and then on day meet them and the peacock will help her a lot and then turn into a magical man or lady. I think this because there are loads of similarities between Cinderella and Chanda. I also predict the peacock is spying on her looking for kindness.

Well done Caitlin. You have used the details implied to predict. CB Thank you

Inf

Predict what might happen from details stated or implied.

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.



Thursday 23rd March 2017

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

Lucy is a bit frightened but she is mainly inquisitive.

excited because she's never seen a place like this before.

brave because she keeps on going.



puzzled because she is not touching wood.

curious because she is wondering how far it goes.

amazed because she is in a winter wonderland.

clever/smart because she is a leg in the wardrobe open.

wondering

Inf

Draw inferences about characters' thoughts, feelings and motives and justify these with evidence from the text.

Edmund is sulkish because he shut the wardrobe door which is a silly thing to do.

Edmund is frightened because it said "He also did not much like being alone in this strange place."

Edmund is to big for his boots because he acts before he thinks.

Edmund is mean because he wants to tease Lucy about her imaginary country.

Edmund is guilty when he teases Lucy.

Edmund doesn't like to admit he was wrong.

Edmund is sexist because he said girls sulk alot when they were sulking.

R&E

Make comparisons within and across books.

Friday 3rd March 2017

WALT compare two stories with similar themes.

Similarities between the two stories

There is a glass slipper in Cinderella and a glass mirror piece in Chanda. Mice help Cinderella and a peacock helps Chanda and they both are animals. They both marry princes and they get locked up. Chanda has a stepmother and step sister and Cinderella has a step mother and step sisters. Their Mothers and fathers both die and they both become servants. They both meet old ladies and the step mother always tries to prevent them ^{marrying} the prince.

Evidence that Chanda is set in India

When Indians get married they wear red clothes and the brides wear red bangles. The names in Chanda and the moonlight mirror are Indian. Peacocks only wander all over the place in India and mainly come from India. A Banyan tree only grows in India. The places are from India.

Differences between the two stories

Cinderella

Cinderella has two step sisters not one. She didn't get locked up during the wedding. Cinderella has a fairy god mother to help. She had mice friends to help not a peacock.

Chanda

Chanda has 1 step sister not two. She didn't have a fairy god mother to help her. She had a peacock to help her instead of mice. Chanda had a mirror not a glass slipper. Chanda's mum gave her a mirror glass.

T&C

Make simple links between texts, comparing similarities and differences of well-known fairy tales from other cultures.

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



Tuesday 2nd May 2017

ALT: Identify and explain the author's point of view with reference to the text.

*I think the author wrote this book because she is trying to tell us that is we waste stuff we can't have it get back later and most of the planet is dying like the coral reefs and G. iragies. The author is ~~to~~ I think is trying to warn us before earth starts to crumple and maybe she lived with rubbish everywhere and is trying to tell us before everything is covered with rubbish. I think the author is ~~is~~ has made the Tin Forest similar to earth as a message in what is happening to earth so we can do some thing.

✓ The message the author is I think is to care for nature like how you would want to be treated. I think the message the author wants us to care for our surrounding and realise actually how beautiful the world really is and that it needs our care to keep our world healthy. I also think the author is trying to tell us to not judge a book by its cover like when people were judging the dump and just leaving it just because it isn't pretty and colorful.

R&E

Identify and explain the author's point of view, with reference to the text.

3.5.17
environment
threw
beginning
surrounded
surrounded
The author wants us to realise what is happening to the environment and all the rubbish we throw away. At the beginning before the old man lived in a little house surrounded by other people's rubbish and bad weather and at the end the old man lived in place surrounded by colour and animals like in a forest.
"filled with all the things ~~no one~~ wanted."
"Filled with all the things everyone wanted."

Friday 5th May 2017

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

THE COMING OF THE IRON MAN

ing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him.

1 Then Silence.

2 Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

3 Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming, Nobody knew the Iron Man had fallen.

Night passed.

5 Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up - Aaaaazark! He had seen something. He glided low over the sharp rocks

5 It is a Time adverbial to tell us when the iron man fell.

Walt achieved.

1. It is a short sentence and gives power to the story.

2. It is a ^{strong} and a ^{powerful} noun phrase making it less more exciting.

3. I have a simile to make you want to keep reading.

4. "chewing away at the rocky beach" is a personification to make it more interesting.

Ted Hughes the Iron Man



check

lures

Thursday 11th May 2017

WALT: To identify main ideas drawn from more than one chapter and summarise them.

A boy called Hogarth is fishing when he spots the Iron Man and runs home.

Hogarth's father went to see and all the farmers laughed when he said it.

The Iron man had eaten the farmers tractors.

Other farmer bolted his door.

Hogarth's father saw the Iron Man on the road and knocked his foot off.

All of the ^{farmers} dug a hole in the ground to trap the Iron man.

Farmers went back to check but the hole was empty.

Hogarth sees the Iron man and lures it into the trap.

Villagers shout Hogarth with cheer and but Hogarth feels guilty about it.

M&S

Identify the main ideas drawn from more than one paragraph identifying the key details that support the main ideas.

T&C

Discuss and evaluate how the author uses language, considering the impact on the reader.

R&E

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Monday 15th May 2017.

WALT: explain and discuss their understanding of what they have read through debates, maintaining a focus on the topic.

Should the villagers have trapped the Iron Man?

If I was a villager I would be really scared in case the Iron man changes to eating humans so I would agree that when the villagers trapped the Iron Man it was right because the Iron Man was eating all the metal and the all villagers wouldn't have the equipment to cook and the Iron Man when getting metal might have squashed the harvest and they might ^{might} ^{stare} to death.

Super green pen edit.

Great contribution to our debate too Caitlin!

