

SERVICES FOR SCHOOLS

Hampshire Assessment Model

Reading Exemplification (ARE)

Year 5 - Deacon

Contents

How to use the HAM exemplification materials

HAM Year 5 overview

Exemplification of:

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

End of Year

Video Transcript



How to use the HAM exemplification materials

The exemplification materials are annotated to help teachers interpret the phase statements outlined in the Hampshire Assessment Model (HAM) materials.

The collection comprises reading evidence from one pupil; drawn from a full range covering the entire academic year. Key pieces have been selected to exemplify specific phase statements at each Milestone.

How the annotation is set out

Explanation of
coding for
annotation



WR	Clarify	M&S	S&R	R&E	Inf	LfE	T&C
Word Reading	Clarify	Monitor & Summarise	Select & Retrieve	Respond & Explain	Inference	Language For Effect	Themes & Conventions

Exemplification summary

Working at Age Related Expectations (ARE): Year 5 – Deacon

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.

Deacon enjoys reading books about sport and adventure stories. Recent reading journeys, using a whole-class approach and reading journals, have led to a high level of engagement for Deacon and his peers. For example, although the current text the children are studying, 'The Diamond Thief', is not Deacon's usual choice of genre, he has enjoyed working on the novel. Deacon's reading skills have improved throughout the year and his teacher noted that he is now justifying his answers with evidence from the text more so than previously.

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.



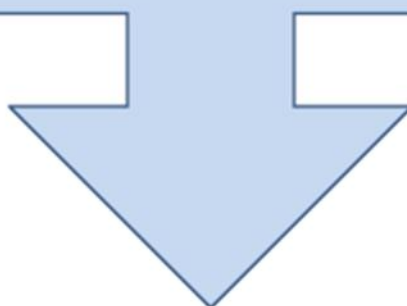
Year 5	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet	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 Identify and explain the author's point of view with 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.



Before title After title

boat on the shelf

Boy in the bed

It might not be the boy in the bed

He might be in a cabin

Carlights

He might be in a forest

baseball bat Sport Story

might not be about Sport

The ship might link to a adventure

Good start Deacon the.

Inf

Predict what might happen from details stated and implied.

LfE

Identify how language, structure and presentation contribute to meaning.

An ellipsis is three dots that allow a pause to help build suspense. It can also be used instead of a word or a phrase so it can be left out.

In the poem the ellipsis creates suspense by saying who goes there and a lantern swings to make you think he does not want to be spotted.

The mood of the poem is sinister which makes you think like he's a criminal

Wednesday 28th September 2016.

To provide reasoned justifications for an opinion.

I ^{Opinion} my ^{Opinion} opinion I think he set him self
a trap because he was still thinking
of the burning house both.
When he let the boa constrictor and
the ^{Singing} singing mouse lead him
^{down} down the stairs away from him
Smoke he was ^{frustrating} frustrating the
I think he's a bit of a crazy
Illustrator and author.

Ⓚ Look up your spellings.

What do you think is the conclusion of the story?

I think ~~all~~ all the animals are
real.
real

R&E

Provide reasoned justifications for their views.

Inf

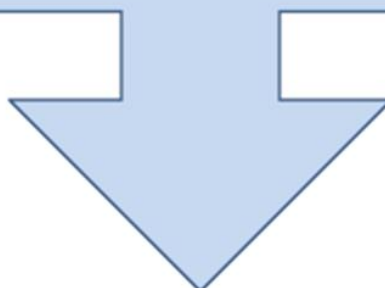
Predict what might happen from details stated and implied.

Milestone 2 – Phase 1 and Phase 2

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

APPRENTICE READER

- Becomes familiar with a known book, building up a repertoire of known texts to which they want to return to again and again
- May not always select the appropriate strategies when reading
- Draws upon the reading experiences they have had to inform reading for pleasure
- Enjoys listening to, sharing and joining in with discussion of a range of familiar texts
- With guidance and support pupils will choose age-appropriate and sufficiently challenging texts to read for pleasure
- 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.



S&R

Retrieve, record and present information from non-fiction.

How old is the Universe?

- ★ You can ^{hear} the Big Bang yourself by listening to a detuned radio.
- ★ 200 millions years after the Big Bang was created the first stars were formed.
- ★ The Universe spread out in all directions.
- ★ The Universe is still expanding now.
- ★ ^{Everything so} Everything in the Universe was created at that moment.



I feel that the text is really interesting and it engages me and persuades me to read more. This done through the fun facts and images that draw the ~~rest~~ reader in.

I think that the text is amazing because of the outstanding language and sentences.

The part that engaged me the ~~least~~ most was the interesting facts that pulled me in.

Q What's the most eye catching part of the text? ^{Colours}

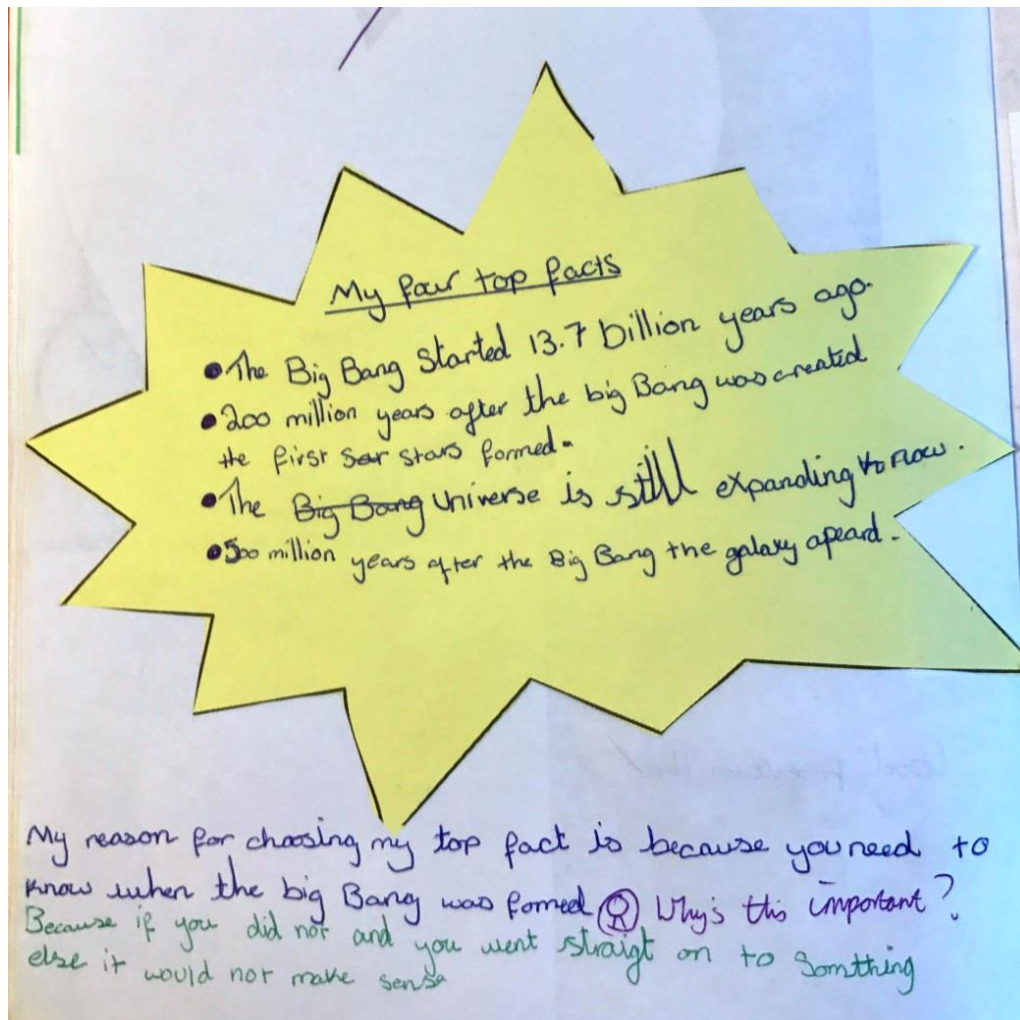
The multiple different colours

LfE

Discuss and evaluate the intended impact of the language used with reference to the text.

S&R

Retrieve, record and present information from non-fiction.



T&C

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

Facts	Opinions
Lift off happens quite slowly. It's all automatic. The space craft will fall apart once the fuel has run out.	Like a washing machine cycle. You'll be able to listen to music. Your rocket will fall to pieces. By the time you have got to space all your parts will have fallen off. Better to spend 2 hours shaking your knees shaking up against your chest.

(Q) How do you know this is an opinion? because someone thinks it is better to do that

I'd up the cliff hanger.

M&S

Distinguish between statements of fact and opinion.

M&S

Identify main ideas drawn from more than one paragraph.

This part called the launch escape tower. It's a mini rocket that blasts your crew clear if something goes wrong on the launch pad.

Just after lift off, your rocket looks like this. All the engines are firing.

Four rockets known as boosters are the first to use up their fuel and come off. That's the first stage over and done with.

Once you're in the air the escape tower comes off!

Watch at the bottom. The boosters may be out of fuel but they still weigh roughly around the same as a elephant each.

Finally, the third stage falls off and your Soyuz is flying solo. The solar panels you'll use for power spread out like wings.

How did it feel when you took your first step on the moon? What was it like to be on the moon? What did it feel like when you jumped on the moon?

How do you think Neil felt?

LO: To use empathy to identify with the text
Add to the speech bubble with questions that you would like to ask the astronauts about moon landing.
Hot seat each other using these questions.

LO: To identify the risks associated with space travel
Task: Create a wordle, using the highlighted words

Survive
Risk
Death
Accident
Tragedy
explosion
Safe

1950s
Animals are sent into space to test if it's safe. (Not all of the survive, but enough do for humans to give it a go.)



1965
First spacewalker, Alexei Leonov, dies when his spacesuit inflates and he can't get back inside. He only manages it by letting some air out.



1981
First mission of a new, plane-shaped, reusable type of spacecraft called a Space Shuttle.



1998
First piece of the ISS is flown into space in a Russian rocket.

2003
Another tragic accident claims the lives of the crew of the Shuttle Columbia.

1961
The first human reaches space, a Russian called Yuri Gagarin. Excellent at spaceflight, not so good at finding a private place to pee.



1969
Humans land on the Moon for the first time. Neil Armstrong and Buzz Aldrin bounce around in the Moon's weak gravity. Millions watch them on television, from the comfort of Earth.



1986
Tragedy strikes when the crew of the Shuttle Challenger die in an explosion.

2000
First crew arrives on board the ISS.

2011
The main construction work ISS is completed. It's also the last flight of a Space Shuttle.

2030s onwards
People who read this book as start to become fully-fledged astronauts.

LO: To predict what will happen in future space travel
Task: Write a short paragraph stating what the children already know to have happened and what they predict will happen next.

A VERY SHORT HISTORY OF SPACEFLIGHT

LO: To construct a timeline
Put the text in a chronological order to show a timeline of space travel (across the middle pages).
Expect some to briefly explain why it is easier to read when presented this way.

I already know that space travel has developed very quickly from the text because we have atmosphere - so sent people beyond Earth's atmosphere. I predict that we will be able to build a Space Station on the moon so we can send cars to the moon, so we can explore further on the moon and know more about it. I know that in 50+100 years we will be able to go to Mars.
Can we read through your explanation together?

LO: To present a balanced argument
Task: Using a table headed, for and against. Complete the table using bullet points, based on the debate.

Re-write your entire zik mats zik animals have families as well as us.

R&E

Provide reasoned justifications for their views.

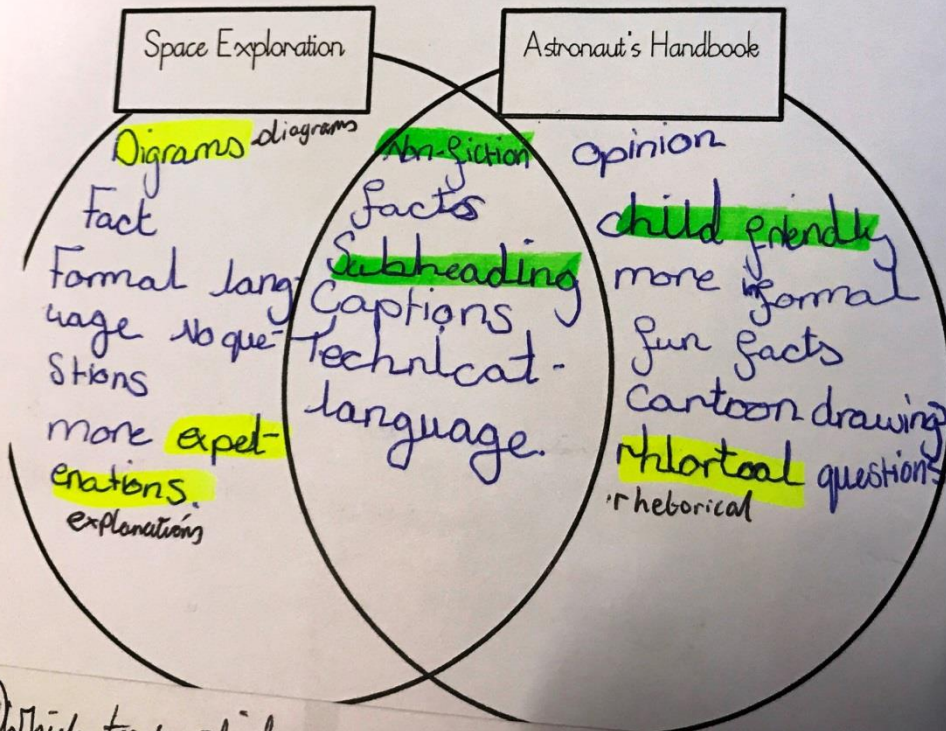
Clarify

Ask questions to improve their understanding of the text.

Explain and discuss their understanding of what they have read.

LO. To compare two non-fiction texts.

Use the venn diagram to compare this text with the non-fiction text we explored last week.



T&C

Identify how presentational and organisational choices vary according to the form and purpose of the writing.

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

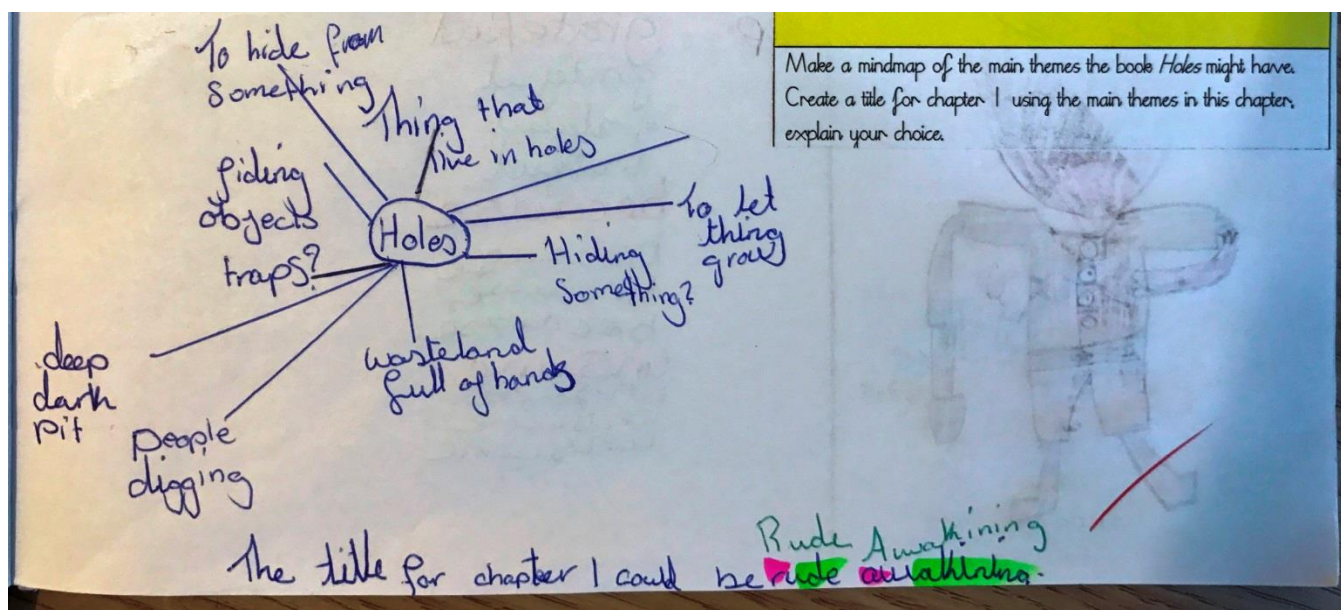
- Are able to read for longer periods and cope with more demanding texts
- Approaches familiar and unfamiliar texts with confidence
- Use a fuller range of strategies to navigate texts
- Understanding of different literary devices revealed through discussion and writing
- Infers beyond the literal; draws 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.



Dear family I really don't like camp green lake, it hovers around 95°. We are asked to dig holes, and the only shade is one tent. At the moment I feel like I just want to be bitten by a snake because you don't have to work for two days. The warden is so mean they take the only shade outside and were not allowed on the hammock.

Inf

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



T&C

Identify and discuss themes and conventions in a wide range of writing.




Sp
temperature
temperature
temperature

Lesson 1
L.O. To explore how the author's language choices create imagery.
Explore means find more out and look deeper into something.
Imagery is the picture the writer creates in the reader's head.

Draw what you think Camp Green Lake will look like. Read chapter 1 and note the language used to describe the camp. Now draw the camp again, using these pieces of description.

I think the lake has 'dried up' because the day time temperature hovers around 95 degrees in the shade. This may mean the lake evaporated over time due to the high temperature. The word wasteland suggests that the camp is filled with rubbish and nobody cares about what it looks like. This may mean that nobody visits Camp Green Lake because of what it looks like and the temperature.

Lesson 3
L.O. To infer a character's appearance.
Inference means looking for the unwritten information provided by the author in the form of clues in the text.

Draw and label a picture of what you think the warden looks like. Use evidence from the text to explain your choices.

I drew my warden, muscular and tall because the text says "that the shade is forbidden." This may mean that he is intimidating.

Q What other evidence supports your point from the text?
It also says "the warden owns the shade"

Inf

Make links between the authors' use of language and the inferences drawn.

LfE

Discuss and evaluate the intended impact of the language used with reference to the text.

Lesson 2
 L.O. To recognise the impact created by language.
 Impact is the resulting effect on the reader.

H.A.I.P.I.T.Y.

Amazed ~~because~~ ^{because} it is a famous lake and it is the bluest water.

a snowman with a rumbling belly
 a sip of the bluest water from Lake Lucerne,
 a leaping spark from an electric fish.

Q Could you use a different synonym?
 Sad because the snowman has not eaten in a long time.

My box is fashi with stars on th Its hinges are t
 I shall surf in m on the great hi Atlantic, then wash ash the colour of th

Excited because it's not something you would see in every day life

T&C

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

End of Year

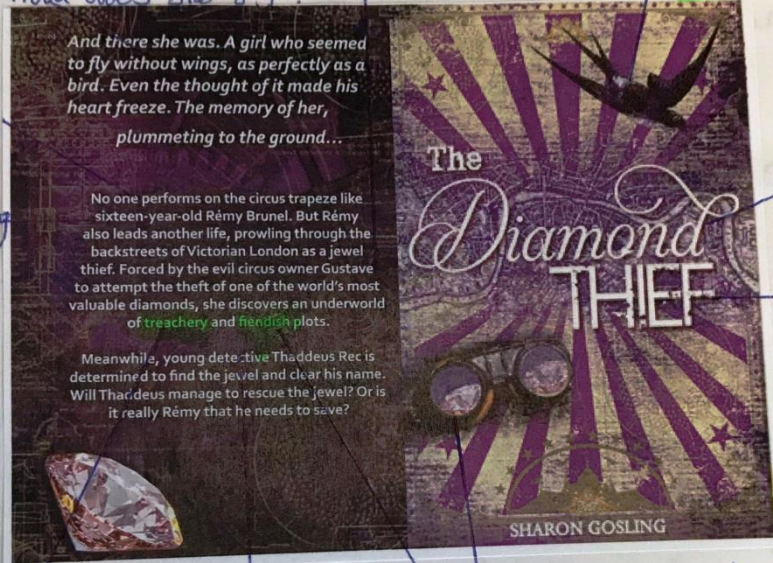
To be “on track” at.....	Phase 1 objectives	Phase 2 objectives	Phase 3 objectives
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	Expert and	Competent and	Apprentice
End of Year Age related expectations	Expert and	Expert and	Competent / Expert



Why is Gustave evil?
How does she fly?

She flies like a bird.

Like the trapeze quite young



Sparkly, Shiny.

Someone who steals

Is he a thief? googles for looking at Diamonds.

guilty and betrayal

extremely
Extremely cruel or unpleasant.

I predict that the detective will help her get out of trying having to steal the diamond. I think this because the text states that there are fiendish plots.

Inf

Predict what might happen from details stated and implied.

Make links between the authors' use of language and the inferences drawn.

L.O. To build inferences using the text

Inference means to use clues to build a bigger picture



Discuss what these quotes tell you.

- "He stepped closer to Thaddeus, leaning in as he muttered something in his ear."
- "Remy sat back on her heels, relieved." Why was Remy relieved?

When the inspector leans into Thaddeus's ear this tells the reader that, Inspector Glone is trustworthy with Thaddeus. I know this because the text states that "Even the other policemen would never suspect that he would entrust the diamond to the youngest detective in the room." This shows that Inspector Glone has faith in Thaddeus.

Because she knew that she still had a chance to steal the diamond. "The diamond was safe - she had another chance of stealing it".

Inf

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

I think Gustave is greedy and controlling. I think this because of the way that he talks to Remy and Dorffman has to play him music. This shows that for example Gustave had uncovered Dorffman's musical skills, he'd made him play every night as the circus owner ate. This shows that he is a controlling character.

Statement, with evidence	How does Remy feel?
Remy's thoughts on Paris "She'd expected a better, brighter place, but there was as much dirt and poverty as at home"	Paris is the same as London, dirty, poor and people live in poverty
Remy's thoughts on London prior to being there and current opinions "Since she left Paris she saw so much dirt and poverty" "buildings of London slouched towards each other" "poor and poverty"	London wasn't as nice as Paris.
Remy's opinions of the circus "But everybody at circus de Lune had their own story."	She feels distraught, sad.
Remy's opinions of what is beyond the circus "She dreamed of a life somewhere else, somewhere sunny."	She wants to live where there is no poverty.

S&R

Skim and scan efficiently for vocabulary, key ideas and facts.

R&E

Provide reasoned justification for their views.

Clarify

Explain and discuss their understanding of what they have read.

L.O. To consider tone of a character to build inferences

Answer these questions with a full explanation.

- What is the chief inspector suggesting? How do you know?
- What evidence does the chief have to suspect Thaddeus?

The chief inspector ^{stolen} is maybe suggesting that Thaddeus has stole the diamond to sell it on. The text states that didn't I hear that you were hanging round the circus last night looking for buyers perhaps? This implies that he suspects he is trying to sell it on to someone. He thinks this because he was the last person who had the diamond. It just happened you were the last one in the possession of the diamond.

Q Will any of the other officers support or help Thaddeus?
Why do you think this? No because he is the youngest and the others don't like Thaddeus.

L.O. To explain an opinion using the text to support

Explain means to describe in more detail

I think because

Respond and explain to the following question.
Why did Collins ask Thaddeus to hit him?

Collins asked Thaddeus to hit him because Thaddeus will be able to escape going to prison but also so Collins does not get arrested and chief does not get ^{suspicious} suspicious why collins let him go. My evidence for this is "You won't get a fair deal in here... They'll have your guts ^{for} gutters". Collins thinks he won't get treated very well either. This shows that Collins does like Thaddeus a little bit more than the other police men.

R&E

Provide reasoned justification for their views.

S&R

Skim and scan efficiently for vocabulary, key ideas and facts.

L.O. To unpack the meaning of a sentence using word definitions



Explain the meaning of the following sentences using the steps for finding a breakdown

"Morning sunlight from the open window dappled her face".

Definition: marked with patches of a different or darker shade.

This means that the sunlight marked her face with the sunlight.

The long skirts which swamped her agile legs

definition: overwhelmed with greatness or number of things.

Agile: quick moving

Her quick moving legs ^{means} ~~were~~ swamped by her long skirt

"Penny was hypnotised by diamonds shine!"
Hypnotised: To put someone in a deep sleep or dream like state.

This means she was only ^{Concentrating} concentrating on the diamonds shine.

M&S

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

Identify main ideas drawn from more than one paragraph

1.0. To explain an action of a character with evidence

1.0. To summarise key events

Summarise means to retell the main events of a text.

Construct a paragraph to summarise the text so far.

Write a headline to summarise the chapter.

One of the first main events in the chapter is where Remy meets Thaddues. This is where the main characters meet for the first time. After that Remy meets Gustave to plan the diamond heist. Next the reader meets Thaddues and his roll in Scotland Yard. He thinks there is going to be a diamond ~~theft~~ ^{heist}. Later Remy ~~tries~~ to sneak into the tower of London so she gets an old man to sneak her in. When she gets into the tower of London where she has to hide from Thaddues.

Q Predict what will happen next. She does get the diamond and gets out of the tower of London.

January 1840

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

Dear Diary,

London is not at all like what I was expecting. It was my worst nightmare. London was like the ^{sewers} sewers it was grubby, dirty just like home. It was like Paris exactly like Paris. Except it did not have the Eiffel tower, but it had the same disgusting, hard gritty ^{bread} bread. But the only thing that is different is the grubby, dirty children begging on the road side. Last night I went to the circus. owner when I got in there and he was tearing a whole chicken with his fat fingers. He had grease grease trickling down his fingers.

LO: To select evidence to support an opinion

Evidence is exact information to support an opinion

What are your impressions of London, England throughout the chapter?

"sooty, grey clouds" • "Never ending rain"
"buildings slouched towards each other"
"Sheltering together from the miserable weather" • "Light plickering with windows caked in grime and soot"

I think that London was a ^{despicable} despicable place to live in the era. I think this because the text states "buildings slouched towards each other".

This suggests that the buildings are disgusting and not well respected. That means that it was not a nice place to live.

What other evidence support your point? Sooty grey clouds means it is not nice weather.

LO: To use the text to build links between characters.

Link means a relationship/connection between two or more characters.



Using what we already know about J, Remy and Thaddeus, make links between each character. How are they similar, how do they know each other, when do they appear in the text together?

R&E

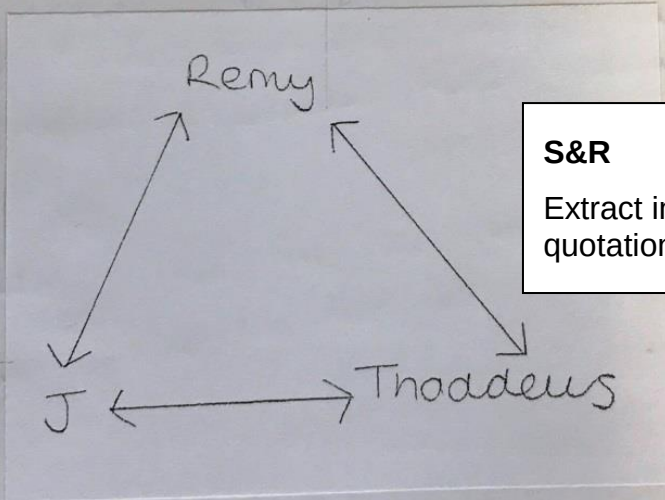
Make comparisons within and across books.

R+J

J stole from Remy.
Remy brought J breakfast. Remy gave J her coat.
They both know Thaddeus. Both of them do not have a parent.

R+T

Thaddeus try to save Remy.
Remy escaped from Thaddeus arresting her. They both do not have parents.
Come from a similar background. Thaddeus almost caught Remy as she was trying to steal the diamond from the tower of London.



S&R

Extract information and make notes using quotations and reference to the text.

J+T

J and Thaddeus both grew up on the street. Thaddeus met J through his work stopping him burgling houses. Both don't appear to have parents. Both have met Remy. They both drink at the grape.

Video Transcript

Year 5 – Deacon's Transcript – *Ice Trap!* by Meredith Hooper

T- What do you think of the pictures and the text? What do you think so far?

P - That it's going to be dangerous.

T - Why do you think it's going to be dangerous?

P - Because the temperatures are low and there's icebergs.

T - What about the ship itself? Can you find the name of the ship in the text?

P - (Looks back) Endurance.

T - Why do you think they called it Endurance?

P – Because it might be unbreakable.

T – Are there any other words they could have used to name the ship? If they were thinking of a good name for the ship, what else might they have used?

P – The Sea Explorer.

T – Turn back to where Shackleton finds a stowaway. How does he react when he finds a stowaway on board his ship?

P – He was angry. (Reads line when asked).

T – Why do you think he was grinning as well as being a little bit angry?

P – Because the stowaway might help him.



