

West Sussex Teacher Assessment Exemplification: End of Lower Key Stage 2 (Non-statutory) English reading

Working at expected standard

Summer 2017

Year 4 Reading Exemplification

Working towards the expected standard (WTS)

The pupil can:

- read age-appropriate books using strategies to decode unfamiliar words
- begin to explain and discuss their understanding of what they have read, drawing inferences about characters' feelings, thoughts and motives for their actions
- check that a text makes sense to them and summarise what has been read so far
- make links between books they are reading and other books they have read
- read for a range of different purposes
- predict what might happen on the basis of what has been read so far

Working at expected standard (EXS)

The pupil can:

- read age-appropriate books with increasing confidence and fluency (including whole texts)
- read aloud with increasing intonation, that shows understanding
- retrieve information from an increasing range of fiction and non-fiction
- explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence:
 - characters' feelings, thoughts and motives for their actions
 - main themes, words and phrases that capture the reader
- predict what might happen from details stated and implied
- summarise main ideas from more than one paragraph
- begin to make connections identifying themes and comparisons across different text types

Working at greater depth within the expected standard (GDS)

The pupil can:

- read a wide range age-appropriate books with accuracy and a confident pace
- read aloud with fluency and understanding applying a growing knowledge of spelling and etymology
- explain and confidently discuss understanding of increasingly complex texts, identifying evidence to support and justify ideas
- identify how language structure and presentation contribute to meaning and impact on the reader
- summarise main ideas from across a text
- identify themes and comparisons between a wide range of texts

The child as a reader-

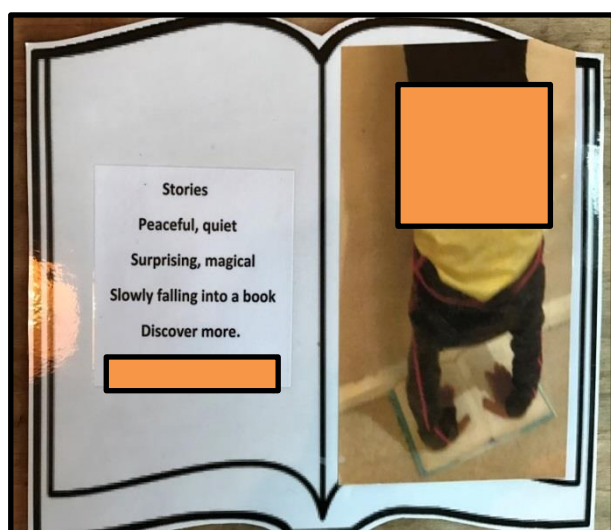
This collection of learning outcomes has been gathered over a term and a half in year 4. The child is an enthusiastic and conscientious learner who is willing to be challenged and to work outside of their comfort zone.

The learner is passionate about books and selects their own reading material independently. The child reads daily, in class and at home and is prepared to persevere with a text. The pupil has their own favourite authors; however they are willing to take on suggestions or recommendations to broaden their range of writers and different text types.

Over the course of six months, the child has become more confident in expressing their opinions about their own reading material and those which are part of class or group discussions. The learner is a confident writer who is able to express ideas and opinions. They are increasingly able to justify and refer to texts to support their own ideas orally and in writing.

Recent class texts have included:

- The Story of the Blue Planet – Andri Snær Magnason
- Adolphus Tips – Michael Morpurgo
- The Island – Armin Greder
- The Fantastic Flying Books of Mr. Morris Lessmore – W. E. Joyce
- The Invention of Hugo Cabret – Brian Selznick
- Professor Astro Cat's Frontiers of Space – Dominic Walliman and Ben Newman

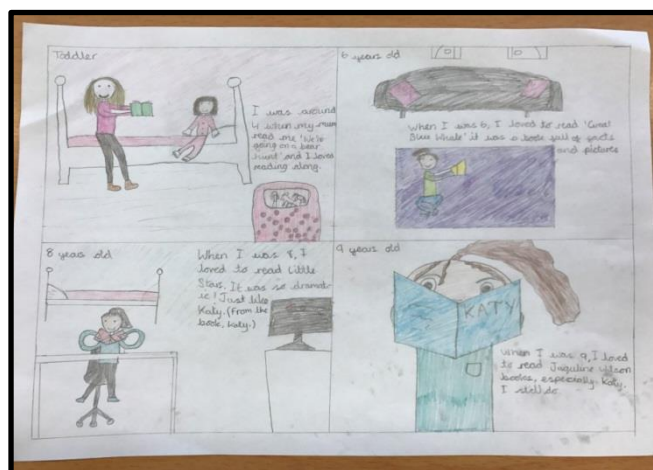


Class Book Corner

The child was asked to write a Cinquain poem based on the film and book *The Fantastic Flying Books of Mr Morris Lessmore*. This poem was to demonstrate how the child felt about reading and books.

The photo was a, 'catch me reading' homework where the children were asked to ask someone to take a photo of them reading in an interesting place. As a gymnast, she chose to be reading whilst performing a handstand.

All poems and photos were placed on books which were then used to create a personalised Book Corner for the class.



My Life in Books –

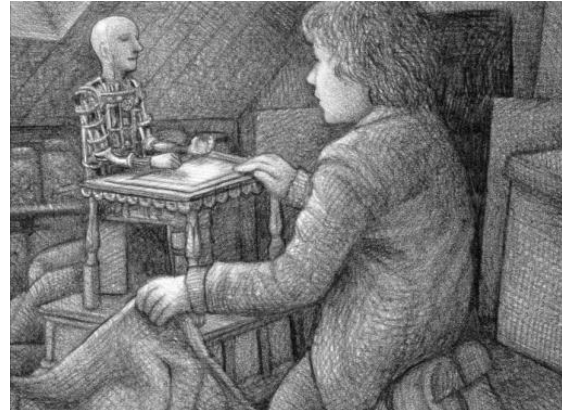
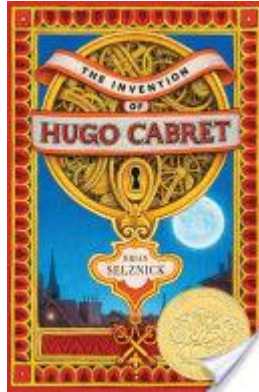
World Book Day Activity

The child was asked to show the books that had meant a lot to them during their life. The children were given the freedom to show this journey in any manner they chose. The child chose to create this timeline/poster showing important texts they have loved and the reasons why these texts have meant something to them over the years.

The pupil can:

- read age-appropriate books with increasing confidence and fluency (including whole texts)
- read aloud with increasing intonation, that shows understanding

Video – The Invention of Hugo Cabret



Commentary

The selected text was familiar to the pupil as a whole class novel but this was the first time that she had read the text independently. The pupil's word reading skills are sufficiently developed enabling her to read with a good level of fluency.

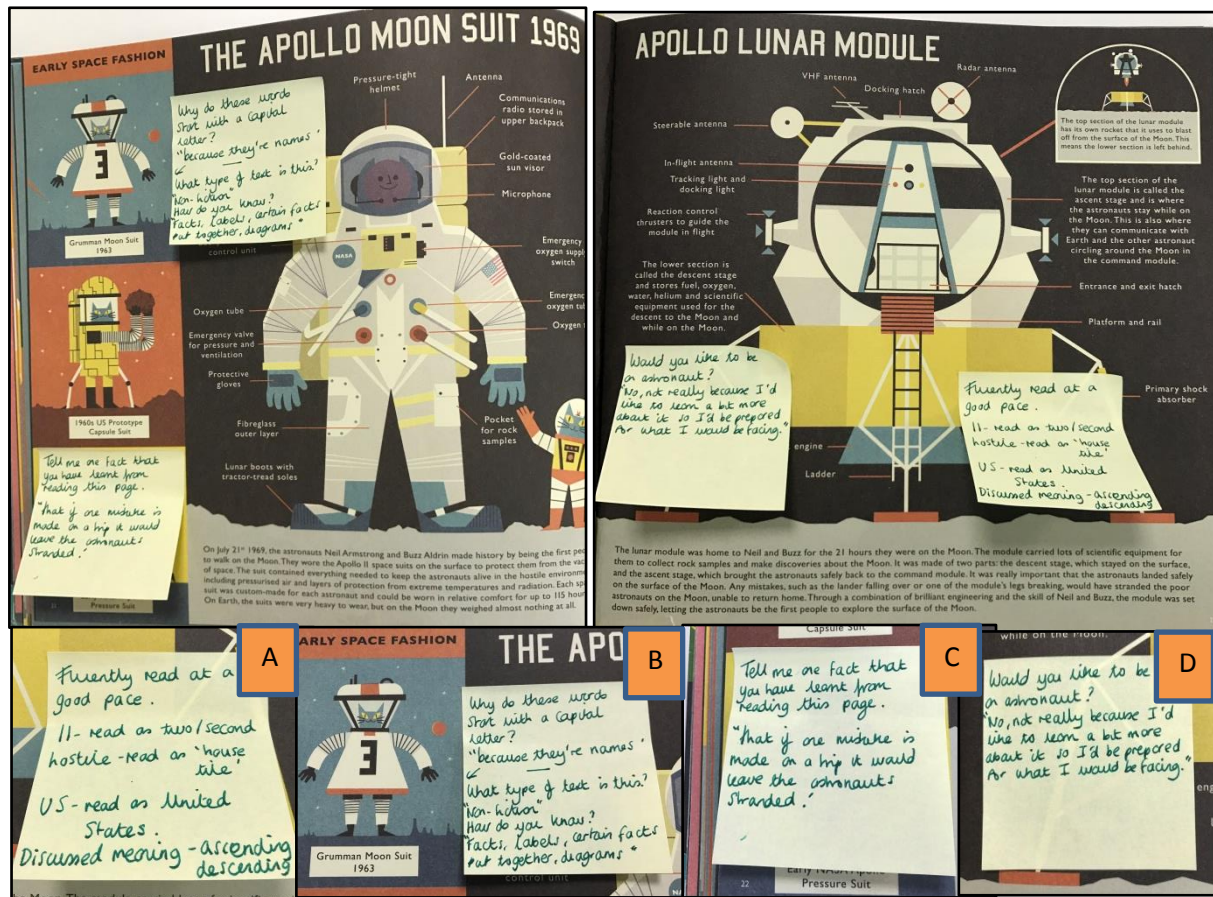
The text is considered age-appropriate as much of the language corresponds to the Year 3/4 spelling statutory requirements; 'disappear', 'thankfully', 'cautiously', 'finally' and common exception words; 'caught', 'mention'.

The pupil's confidence develops as she reads and her intonation indicates that she is aware of character's emotions and thoughts when reading direct speech for example 'Thief! Thief!' There is some hesitation when reading unfamiliar words, however she can employ strategies to decode and self-corrects quickly as is demonstrated when reading 'agitated.'

The pupil is aware of punctuation when reading aloud, signalled as she reads dialogue punctuated with inverted commas and she pauses when commas are used to signal fronted adverbials.

The pupil can:

- read age-appropriate books with increasing confidence and fluency (including whole texts)
- read aloud with increasing intonation, that shows understanding



Commentary

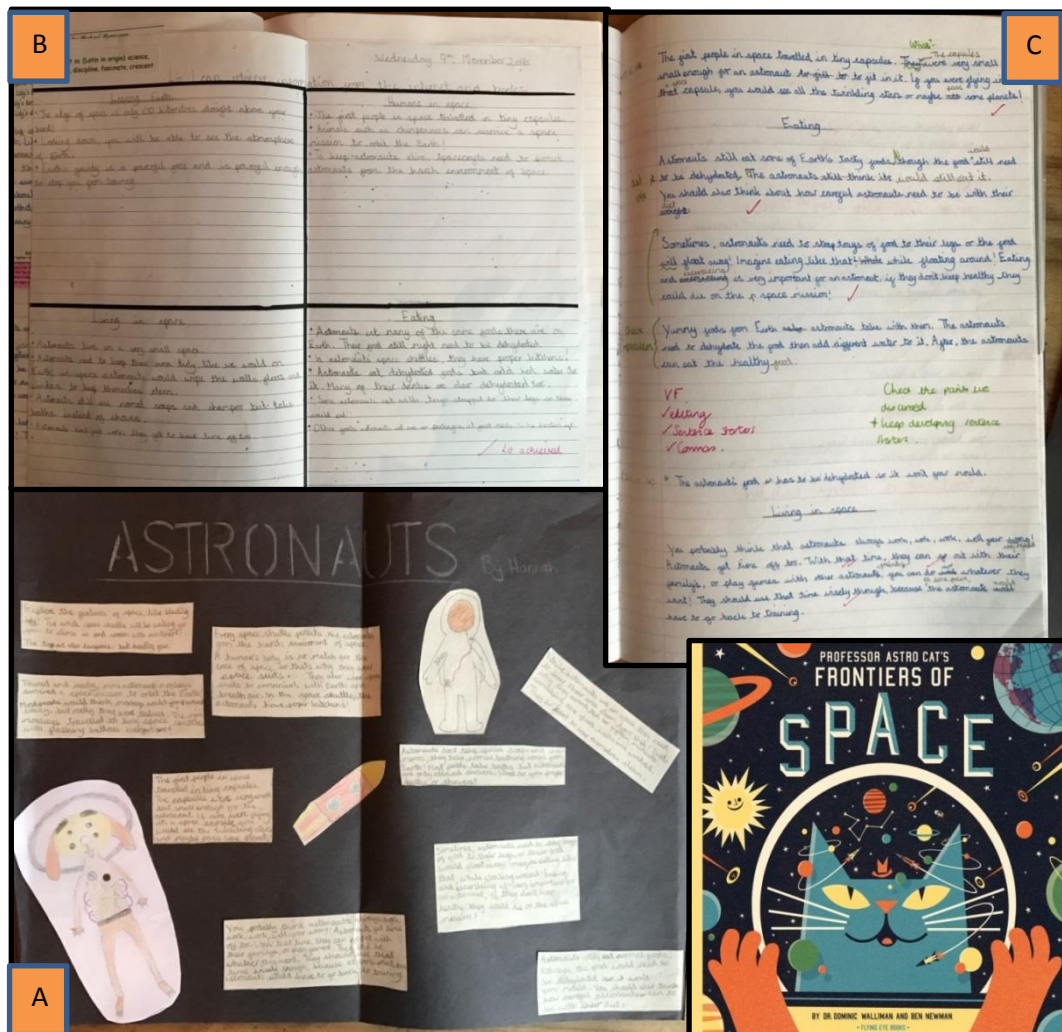
The child was asked to read these pages from the whole class text *Professor Astro Cat's Frontiers of Space*. Although the class had studied the introductory pages, the layout and grammatical structures within the book, these pages were unfamiliar to the child.

The child read fluently and at a good pace, pausing slightly over unfamiliar words 'ascending and descending' and giving two options as to how to read the Roman Numerals in Apollo II (A).

The child is able to identify the features of a non-fiction text (B), retrieve information (C) and use the text to justify and answer questions posed by the teacher (D).

The pupil can:

- retrieve information from an increasing range of fiction and non-fiction



Commentary

The non-chronological report (A) was created as part of a class information book about Space. The children studied *Professor Astro Cat's Frontiers of Space* alongside various other non-fiction texts about Space and Space exploration. Independent research (B) was undertaken both as homework and in class. The pupils could use books and the internet for their research, however all information was recorded 'in their own words' and children were encouraged to use dictionaries to 'find the meaning of new words and explain them' as stated in the National Curriculum. The initial research was grouped into categories determined by the learner and a partner e.g. Leaving Earth, Humans in Space, Living in Space, Eating. This information was then used to create a first draft in the form of short paragraphs (C) resulting in a final presentation (A). Through the process, the pupil demonstrated they could independently locate and retrieve specific details from texts and use these to present a purposeful information sheet.

The pupil can:

- retrieve information from an increasing range of fiction and non-fiction
- explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence
- predict what might happen from details stated and implied

Book Talk Friday 20th January 2017

The Invention of Hugo Cabret by Brian Selznick.

1. Why is the old man's face red?
2. P224 - Why does the old man ask so many questions? What does this show about how the old man feels?
3. Are you surprised when Hugo hugs Isabelle? Why? or Why not?
4. Can you find a fronted adverbial?
5. Can you find a simile in the text - what effect does it have?
6. What tasks has Hugo completed in order to repair the mechanical man?
7. P232 - Why are some words in italics?
8. P232 - What had Hugo done?
9. Find two words in the text that you found difficult to understand, look them up in a dictionary and write their meanings down.

1. The old man's face was red because he thinks Hugo broke into his house and took bits and pieces, when he only took some things from the bath.

2. The old man asks so many questions because he was suspicious about Hugo taking some things from him.

3. I am not surprised when Hugo hugs Isabelle, because he learnt a trick to get the key round her neck without her feeling.

4. The "Hugo darted through the crowd" is a fronted adverbial. Not this one, this is a proper noun stat.

5. "He came to Hugo like a steam engine," is a simile. What effect does it have?

6. Hugo's completed tasks are, taking the key from Isabelle for the mechanical man.

7. Some words are in italics because it's the name of the magic book.

Book Talk Tuesday 24th January 2017

The Invention of Hugo Cabret by Brian Selznick p.233 to 241

- 1) How did Hugo get the key?
- 2) Why were Isabelle and Hugo breathing heavily?
- 3) Why did Hugo want to be by himself when he turned the key in the automaton?
- 4) What does the word 'cascade' mean?
- 5) What is the effect created by the author, when he describes all the movements of the gears in the automaton from p240 to 241?
- 6) What do you think the mechanical man will write?

Hugo used a magic trick to take the key. What was the trick? Hugo and Isabelle breathed in heavily because they were about to know what the automaton mechanical man will write. Check this.

Hugo wanted to be by himself when he turned the key because Hugo and his father dreamt about finding out the message.

Cascade means a mental waterfall.

The effect it creates is tension. What are we waiting for?

6. I think the mechanical man will write a message that gives information about his father. Why do you think this?

Commentary

These Book Talk sessions were completed as part of the class's work on *The Invention of Hugo Cabret*. Every week, the children were given the opportunity to study a chapter in detail, discussing and answering questions that involved retrieval and inference.

It is clear from the *Invention of Hugo Cabret* comprehension activities that the pupil is able to retrieve information. They show an ability to answer questions relating to a specified page of text in the book. In addition, there is evidence of inferring a character's feelings (Question 2) and making predictions (Question 6). As you can see, some misconceptions are apparent, but these are remedied through discussion and further questioning by the teacher.

The pupil can:

- retrieve information from an increasing range of fiction and non-fiction
- explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence

LO: I can understand the situation of a person

The Firekeepers
The Firekeeper's Apartment
Cité du Nord
Paris
France
75010

8 Rue d'Hautville
Paris
France
75010

Dear Sir,

I am writing to you to insist that you return my notebook ^{this instant} ~~soon~~. My name is Hugo Cabret, I am twelve years old, and I work after the Train Station's clocks. I hope you appreciate ^{me} sending you this letter, however I am not at all happy that you stole my family heirloom, and ^{expect} ~~expect~~ you to return it ^{to me} very soon.

LO: I can use conjunctions to link my ideas.

Wednesday 25th January 2017

I hope you realize that ^{hand me} ~~you know~~ if you do ^{not} give my notebook back, I can make lots more toys for the Toybooth. For example, I make more toys, and you sell them, and get the money you need for upgrades. You don't even need to pay me a penny! I feel I need my notebook back because, it belonged to ^{my beloved father who is} ~~someone~~ very tremendously important to me, and you know it isn't right to take things from children.

As you can see, I am very sorry for stealing little ^{delicious} ~~parts~~ from you, and promise to return them to you, so long as I get have my notebook ^{bragging} ~~returned~~ back to me. Although I have been bad in the past, I regret all those times, and wish to attend to your Toybooth again.

2m. Well done Hannah, great use of formal language and some effective conjunctions. Evidence 2 of 3 Conjunctions.

New target - I would like you to vary the length of your sentences. Try to short sentence for effect.

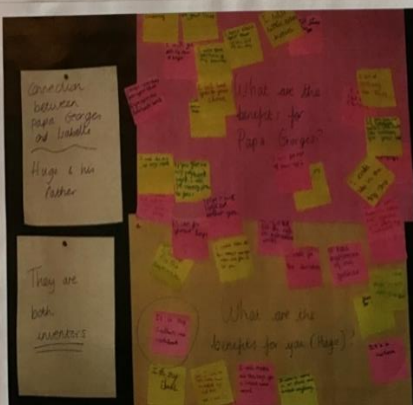
Monday 30th January 2017

Thank you ever so for reading and I wish you well. Think about it, I've only taken little clockworks, but you ~~take~~ ^{you} steal my most loved belonging! I have ~~no~~ ^{no} idea why you would do such a thing, but think about this, if you were at the age of twelve, I took your most prized item. Would you keep it? Do you think I would keep it hidden away and not let you place a finger on it? Just think about it, ok?

Yours Faithfully,
Hugo

2m. Well done, you have successfully completed your persuasive letter. Evidence 3 of 3 Conjunctions

you are because you are a really nice person,

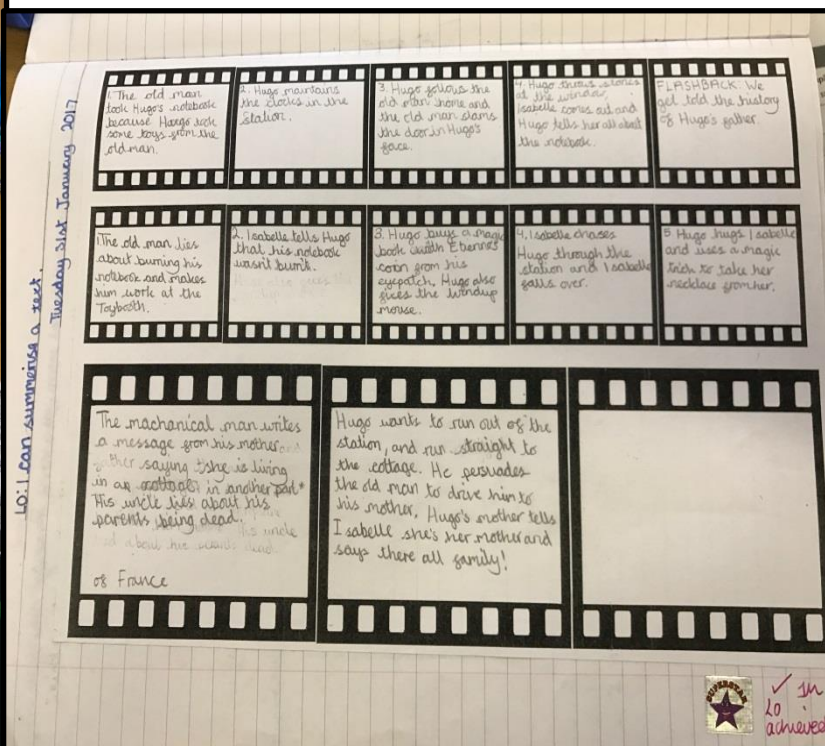
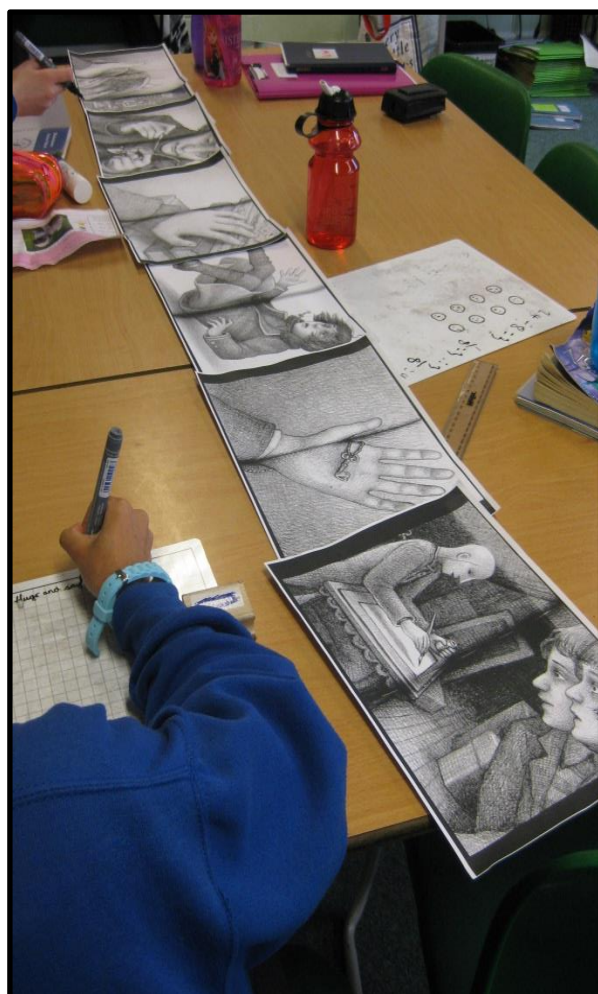


Commentary

As part of the class's work on *The Invention of Hugo Cabret*, the children gathered information that would help them to write a formal persuasive letter to Papa Georges, one of the main characters from *Hugo Cabret*. This letter was written with the purpose of persuading Papa Georges to return Hugo's precious notebook. In order to persuade effectively, the class devised a set of reasons (class learning wall) why Hugo would benefit from receiving the notebook and a further set of reasons as to why Papa Georges could also benefit from its return. The learner confidently retrieved information from the text, both inferred and implied, to use within their letter. This is demonstrated as they refer to Hugo's relationship with his father and his past actions as a means of persuading and justifying.

The pupil can:

- predict what might happen from details stated and implied
- summarise main ideas from more than one paragraph



Commentary

As part of the class's work on *The Invention of Hugo Cabret*, the children were asked to summarise the chapters of the book that had been read in class using picture prompts.

This summary then informed the child's story, where they had to write a plausible ending to the book from the part where the automaton begins to write. It is clear from the learner's chosen ending that they have a secure knowledge of what has happened so far. They have decided to continue the story in France and have used previously met characters to continue the storyline appropriately. These endings had to fit what had so far happened in the book and therefore the child was using evidence in the text to predict what would happen next.

The pupil can:

- explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence:
 - characters' feelings, thoughts and motives for their actions
 - **main themes, words and phrases that capture the reader**
- begin to make connections identifying themes and comparisons across different text types

Prompt Question 1 – Which is your favourite poem and why?

Child H – My favourite was 'The Moon' because the writer did very well with the theme.

Child A – My favourite was 'Night' because I like how the adjectives are used and also that all the poems are to do with night-time.

Child C – My favourite was 'The Night-Time Hours' because I liked the description and the flow of the poem.

Prompt Question 2 – Which lines are really effective? Why do you think this?

Child H – 'Till up in the morning, the sun shall arise' is my favourite line because you can really picture it and it makes you feel nice.

Child A – My favourite line has to be 'night moves her dark hand over the green landscape' because you can picture it in your mind as if it's actually you.

Child C – My favourite line 'I saw all my thoughts there in my head' because you can really picture it like it's in a book.

Prompt Question 3 – How do you think the poet wanted you to feel?

Child A – I think that the poet that wrote 'Night' wanted to make you feel soothed and relaxed and it felt like you were that person.

Child H – I felt like, well when I read 'The Moon,' it felt like you were reading a short story and it felt as if you were listening to or you were watching it all happen.

Child A – I could...(Child C interrupts)

Child C – I think the poet in 'My Night-Time Hours' was supposed to make you feel sleepy and warm and..

Child A – Snuggled up probably?

Child C – And maybe a bit scared...somehow.

Prompt Question 4 – Are there any similarities to the poems? Any differences?

Child H – The similarities between 'The Moon' and the rest of the poems are that they are all to do with the night and they describe... in some sort of way, they describe like what, just like what there...

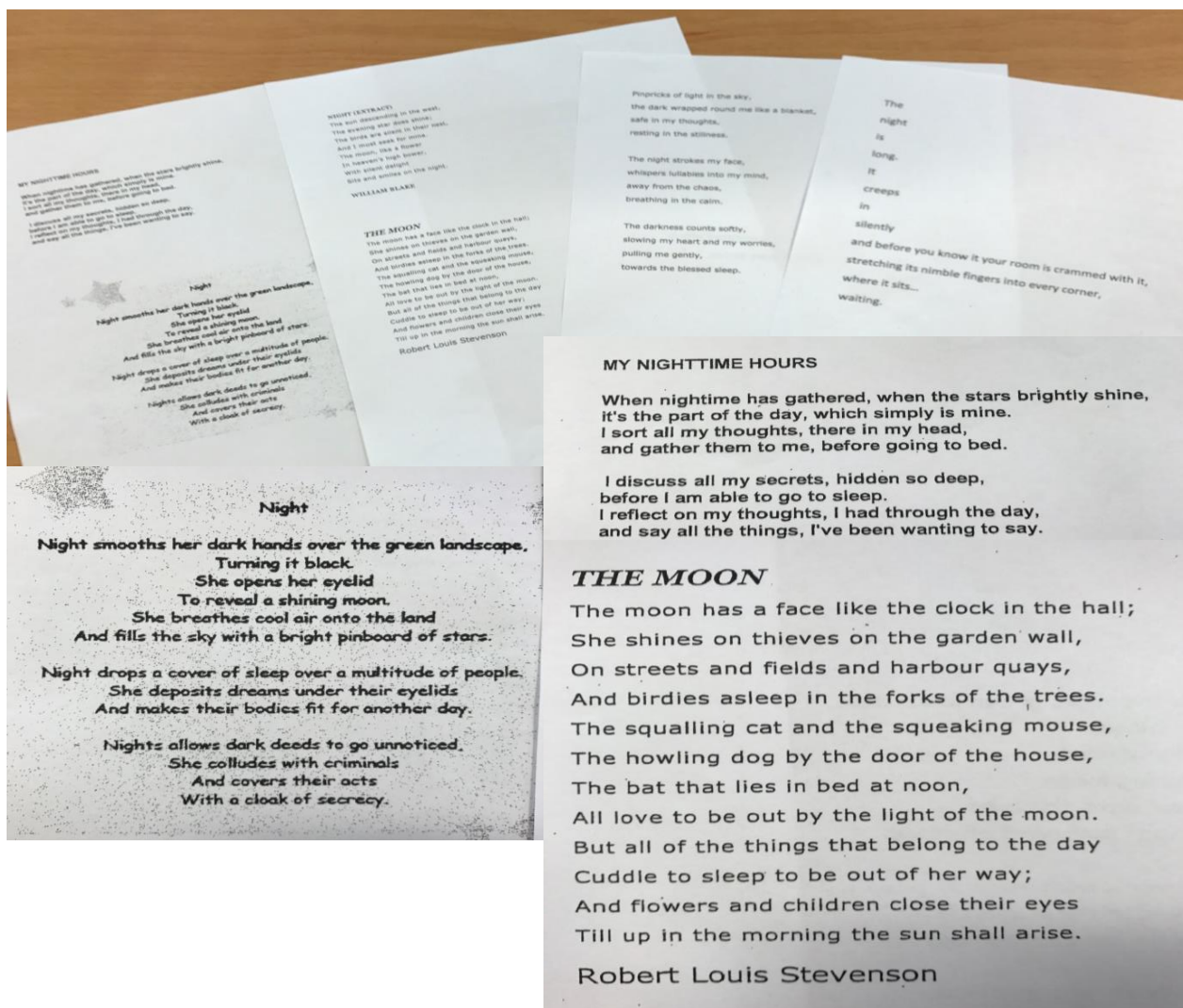
Child C – Dreams maybe?

Child H – Yeah

Child C – Like dreams (Child A agrees) Like you're really there. They all say, kind of, they all make you think you're there. They all make you think that it's happening right now and that it's a true story.

Child A – And also, they're all to do with night-time which makes... If you read them all in one night, you'd be like, really relaxed and they make you feel that way.

Child C – You might fall asleep half way through...



Commentary

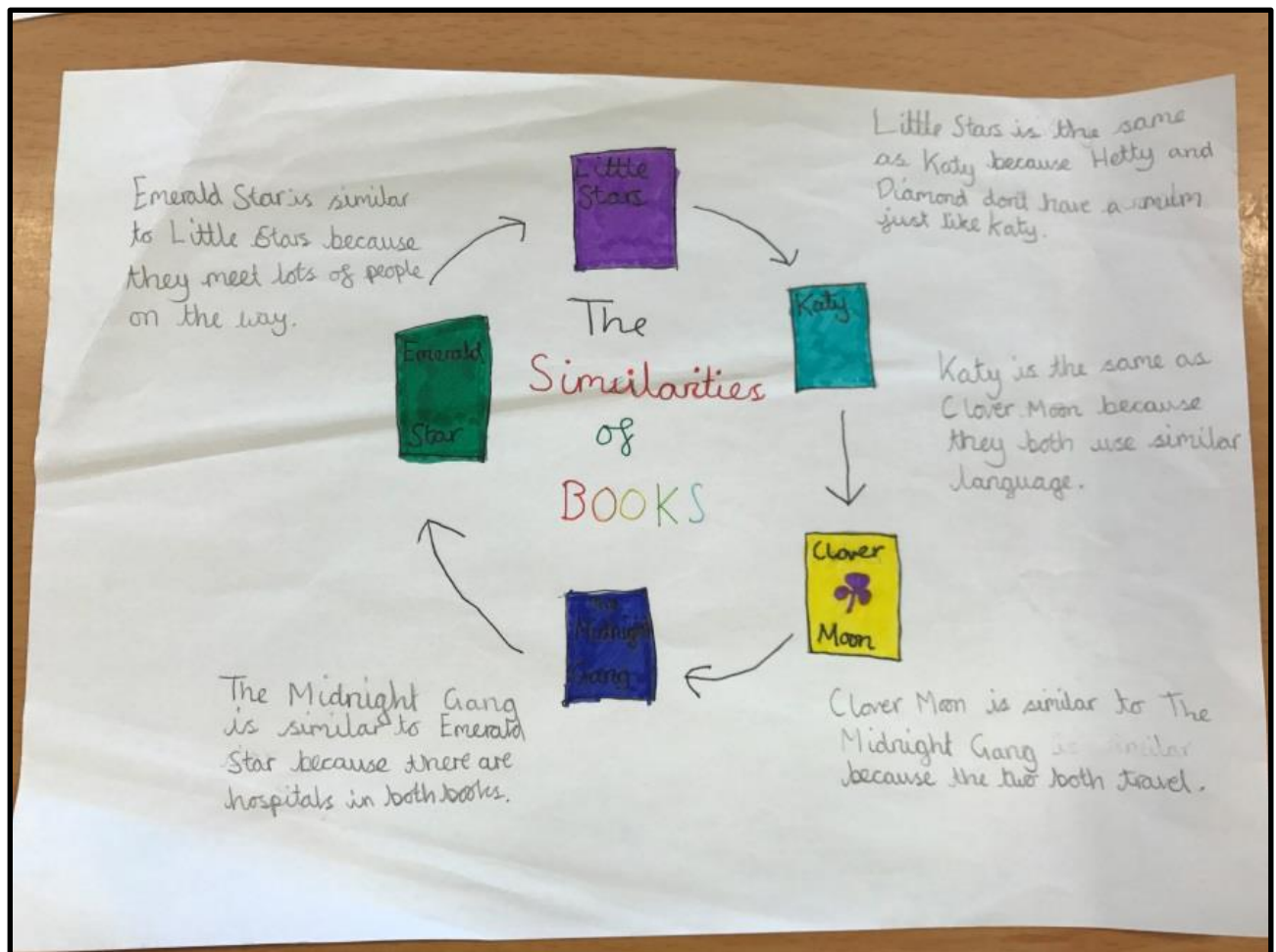
The children were given these poems to read and think about. They were encouraged to make notes about their favourite poems and lines. They were also asked to jot down any other thoughts they had about the poetry before the discussion.

They were then given a recording device and asked to record their own conversation independently. This is a transcript of their conversation and the stimulus they used.

The highlighted sections show that the child is able to make links between the different poems and different text types. The child is also able to independently discuss the main themes and words/phrases that capture the reader.

The pupil can:

- begin to make connections identifying themes and comparisons across different text types



Commentary

The Similarities of Books - Homework

The child was asked to produce a comparison of the books they had read recently. As a Jacqueline Wilson fan, the child decided to show the similarities between the books she had read from this author. This piece of work demonstrates the child's ability to identify similar themes within the books she had read from the same author.

The pupil can:

- begin to make connections identifying themes and comparisons across different text types

You are completing a non-chronological report. Which of these texts would be the best for research for your age group?

Go through each, making comparisons and telling me what makes them the most useful or least useful. Try to compare them to each other if you can.

The Way Back Home:
Too young. Year 2.
Not enough facts.

Professor Astro Cat's Frontiers of Space:
Amazing. All ages.
Good mix with pictures & facts.

Children's First Book of Earth & Space:
Too childish. 7-8.

365 Science Activities:
Very good for curious minds.
Leaves very fun. All ages.

First Children's Encyclopedia:
OK.
Could use less facts.

The Solar System:
Good for research. Year 3-4.
OK presentation.


Planet Earth:
Too gradual. Year 5+.
Boring.

Cosmic Disco:
Not enough facts.
Too childish. Year 2-3.

Space:
But too serious.
Uses words children won't know. Year 4-6.

More on the back →

Most useful	Least useful
The Solar System	The Way Back Home
Professor Astro Cat's Frontiers of Space	Planet Earth
Children's First Book of Earth & Space	Cosmic Disco
365 Science Activities	Space
	Children's First Encyclopedia



The Way Back Home

I wouldn't recommend this book for year 3 or older since it doesn't have much writing/facts. This is simply unusable.

The Solar System

I think this is a good non-fiction book that is great for research. Though the presentation could be better.

Professor Astro Cat's Frontiers of Space

This is an amazing book for all ages. It is a good mix between facts and pictures. Very useful.

Children's First Book of Earth and Space

This seems a very childish book. Very unhelpful for research.

365 Science Activities

This is a very good book for curious minds. Though not good for space related.

First Children's Encyclopedia

This actually a very helpfull book. It's use is for every and the way its set out, lovely. I think this is a book for ages 7-9.

The Solar System

This is a very good book for year 3 and 4. Though I think it should have a bit more facts.

Planet Earth

This contains too many facts. This is unhelpful for young or children.

Cosmic Disco

This contains no facts, at all. This is very childish. I would recommend reading this to a 6 year old.

Space

This is too serious. It uses words children won't know. Simply unusable.

Commentary

The child was given a variety of books about space and was asked which books would be the most useful for researching a non-chronological report about space for their age group. The child made notes and then wrote up their findings. In this piece of evidence, it is clear that the child can compare similar texts, identify the intended readership and recognise structural choices. The child can also express personal preferences as to which texts they would find the most helpful when researching space.

End of Lower Key Stage 2 – Working at the expected standard										
Name:		A	B	C	D	E	F	G	H	I
		Audio/Video Clip	Non – Fiction Teacher Notes	Space Information	Hugo Cabret Comprehension	Letter to Papa Georges	Summary of Hugo Cabret Chapters	Transcript and Poetry	Similarities/differences-Fiction	Space Books-comparison
Read age-appropriate books with increasing confidence and fluency (including whole texts)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Read aloud with increasing intonation, that shows understanding		✓	✓							
Retrieve information from an increasing range of fiction and non-fiction			✓	✓	✓	✓			✓	✓
Explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence:	<i>Characters' feelings, thoughts and motives for their actions</i>				✓	✓		✓		
	<i>Main themes, words and phrases that capture the reader</i>						✓	✓	✓	
Predict what might happen from details stated and implied					✓	✓	✓			
Summarise main ideas from more than one paragraph				✓			✓			
Begin to make connections identifying themes and comparisons across different text types									✓	✓