

Subject: Reading

Next Step: To discuss and compare characters' personalities based on stated details

To use stated information as specific evidence

To infer characters' feelings (through speech also)

Exemplification

A slice of cheese flew across the room. It smacked Olive in the face. "Augh!" she screamed. The principal, Mr. Elton, knew instantly who did it.
 "That's it, Eugene!" he said. "This nonsense is going to stop right now!"
 "Oh well, what's one more detention," Eugene thought.
 "And you're not going to get away with a detention this time!"
 Mr. Elton continued. "I want you in my office right after lunch."
 "Uh-oh." Eugene looked at his friend Stephanie.
 "Oh, Eugene," she groaned, "why can't you stay out of trouble?"



Children need to be able to justify their opinions and answers using stated and specific details as evidence.

Example 1: How would you describe Eugene?

I think Eugene is naughty because the teacher assumed it was him that threw the cheese so he must have done many naughty things in the past.

OR

I think Eugene is careless as he said 'Oh well that's one more detention' as though he was not bothered by it.

Example 2: How do you think Stephanie and Eugene are different?

Although they are friends, I think they are different because Eugene is naughty and he did not seem bothered about getting

into trouble as he said 'oh well, what's one more detention'. However, Stephanie seemed bothered by his behaviour and like she doesn't like being naughty as she groaned at his actions.

Example 3: How do you think Mr Elton was feeling throughout the cheese incident?

In my opinion, Mr. Elton was frustrated and fed up with Eugene's behaviour as he said 'That's it' like he had had enough and he suggested that Eugene's punishment would be harsher this time round.

Subject: Reading

Next Step: To understand vocabulary used for effect

Exemplification

Scary Rumours

What was wrong with these girls?

The year was 1692. The place was Salem Village. Betty Parris was 9 years old. Her cousin Abigail was 11. The two girls were acting strangely. They twisted and turned. They cried. They shouted crazy words. Why were the girls having these strange fits?

The girls lived in the home of Betty's father, Samuel Parris. He was very strict. He made the girls work hard. Betty and Abigail did not like the hard work.

Children should be able to discuss the author's choice of vocabulary and the effect it causes on the reader.

Example: What words/phrases had the author used to make the reader feel uncertainty towards Betty and Abigail?

The author suggested that they acted 'strangely' and that they said 'crazy' words and 'twisted and turned, having strange fits'. This is not what we would usually think of 9 and 11 year olds and makes the reader unsure about them early on.

Exemplification



CHAPTER 1:
A Terrible Illness

The sweet scent of honeysuckle floated through the air. The sun was warm. A chickadee hopped along a tree branch, singing. A golden-haired girl, just one year old, sat on a blanket in the grass and looked up at the bird. She laughed at its merry, piping song. Then she looked down at the doll in her lap. She liked its orange woolen hair and button eyes.

"Helen, come to Mama, darling."

The little girl turned around. She saw her mother standing nearby, arms outstretched.

"Ma-ma. Ma-ma," said the child. A smile

Children should be able to summarise both fiction and non-fiction texts, concisely. To do so, they need to ensure they are not using too much information from each page and that they are selecting just the key information. This will avoid them 'waffling' or the summary becoming too long.

Example: Summarise the page to the left.

A one year old was sitting outside, in the warm being called by her mum.