

Subject: Reading

Next Step: To consistently uses evidence to justify inferences.

Exemplification

Sample question: How did Harry feel when he saw the cloaked figure’s hand?

This is an inference question because the answer is not clearly stated in the text. The children have to read carefully to work out what Harry might be feeling. They need to look for clues in the text.

Sample text:

Standing in the doorway, illuminated by the shivering flames in Lupin’s hand, was a cloaked figure that towered to the ceiling. Its face was completely hidden beneath its hood. Harry’s eyes darted downward, and what he saw made his stomach contract. There was a hand protruding from the cloak and it was glistening, greyish, slimy-looking, and scabbed, like something dead that had decayed in water...

An answer without evidence: I think that Harry felt nervous or scared when he saw the cloaked figure’s hand.

An answer with evidence: I think that Harry felt nervous or scared when he saw the cloaked figure’s hand because it says in the text that his stomach contracted.

Subject: Reading

Next Step: To continue to develop the ability to effectively analyse author intentions, considering why an author may have chosen a specific word or writing technique and explain the impact this has on the reader.

Exemplification

Sample Question 1: Within Holes, why does author Louis Sachar continually explain how big Camp Green lake is? (When answering a question like this, the children are required to identify writing techniques, with evidence, and explain the impact that this writing technique has on the reader. They need to put themselves in the shoes of the author and consider why they have chosen to present their ideas using a particular structure or technique.)

Sample Answer 1: Sachar repeats the word ‘vast’ in particular within the opening chapters of Holes and this use of repetition is to exaggerate and emphasise just how large Camp Green Lake is. He is trying reiterate to the reader that Stanley and the other boys aren’t just staying in a large desert region, but the largest desert region you can imagine.

Sample Question 2: Identify one technique from Chapter 1 that author Louis Sachar uses to make the reader want to read on.

Sample Text: Here’s a good rule to remember about rattlesnakes and scorpions: If you don’t bother them, they won’t bother you.

Usually.

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won’t die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

But you don’t want to be bitten by a yellow-spotted lizard. That’s the worst thing that can happen to you. You will die a slow and painful death.

Always.

If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock.

There is nothing anyone can do to you anymore.

Sample Answer 2:

Louis Sachar uses short sentences for dramatic effect and builds a sense of anticipation by using a pattern of repeated phrases. Just as the audience catches on to a pattern of repeated words (like ‘Usually’), he throws in ‘Always’, implying certain death. This emphasises just how dangerous the creatures can be and the fact that such serious and shocking information has been shared with the reader so early on suggests that yellow-spotted lizards are going to play a prominent part in the book. This subsequently engage s the reader and making them want to read on to see what part the creatures have to play in this specific storyline.

Subject: Writing

Next Step: To use semi-colons, colons and hyphens

Exemplification

A **semi-colon** is a punctuation mark that looks like this ; and when it is used correctly the semi-colon can make writing clearer.

Example 1

The semi-colon can help you join closely connected ideas in a sentence.

Louis spent three hours in the library; he couldn't find the book he wanted.

Here the semi-colon has been used to replace a coordinating conjunction like 'and' or 'but'. The sentence would have been written like this without the semi-colon.

Louis spent three hours in the library but he couldn't find the book he wanted.

A full stop can often be used instead of a semi-colon, but the effect on the reader changes as the semi-colon links the ideas.

For example,

It was the best of times. It was the worst of times. It was the best of times; it was the worst of times.

The semi-colon suggests that the time was good and bad simultaneously. In the first sentence it sounds more like a contradiction.

Example 2

It can also break up a list that contains longer phrases. In most lists, it's enough to use commas to separate the items.

For example,

When I pack for school, I make sure I have my pens, pencils, lunch box, PE kit and bus money.

However if the list is more complicated, semi-colons may be needed to make the list clear for the reader.

For example,

When I pack for school, I make sure I have my calculator, compasses and ruler for maths and science lessons; drawing pencils, with coloured pastels, for art; shin pads, goalie gloves and boots for football; and my bus money.

The semicolons are added to signal to the reader which objects are grouped together and make the overall list clearer.

Colons often introduce an explanation. The phrase that comes after the colon usually explains or expands on what came before it. It is also used before a list, quotation, answer or to provide contrast.

Example

Life is like a box of chocolates: you never know what you're going to get.

The phrase that follows the colon explains why life is like a box of chocolates.

I love watching films after school: comedies are my favourite.

The phrase that follows the colon here expands on what the person loves about watching films.

Tom hated his mum's cooking: soggy sprouts, smelly cabbage and lumpy mashed potatoes.

In this example, a colon is used to introduce a list of things that Tom's mum cooks that he doesn't like.

Hyphens

Hyphens are punctuation marks used to link and join words and reduce ambiguity or misunderstanding in sentences.

Example 1

They can be used to create compound adjectives that join two nouns together into a single idea. (Off-duty policeman, state-of-the-art)

Example 2

Hyphens are used to avoid confusion.

For example,

Are you ready to see a man eating shark? This question asks if you are ready to see a man eating shark.

However, **are you ready to see a man-eating shark?** Asks if you would like to see a shark who eats humans.

Subject: Writing**Next Step:** To use a greater range of punctuation, including brackets, dashes, colons and semi-colons.**Exemplification**

Brackets, dashes and commas are used for parenthesis. Parenthesis is a word, phrase or clause inserted into a sentence to add extra information. When the parenthesis is removed, the sentences still makes sense on its own.

Brackets ()	
Sentence	Sentence with extra information
George Washington was born in 1732.	George Washington (the first American President) was born in 1732.
I went to the cinema to meet James.	I went to the cinema to meet James (my eldest brother).

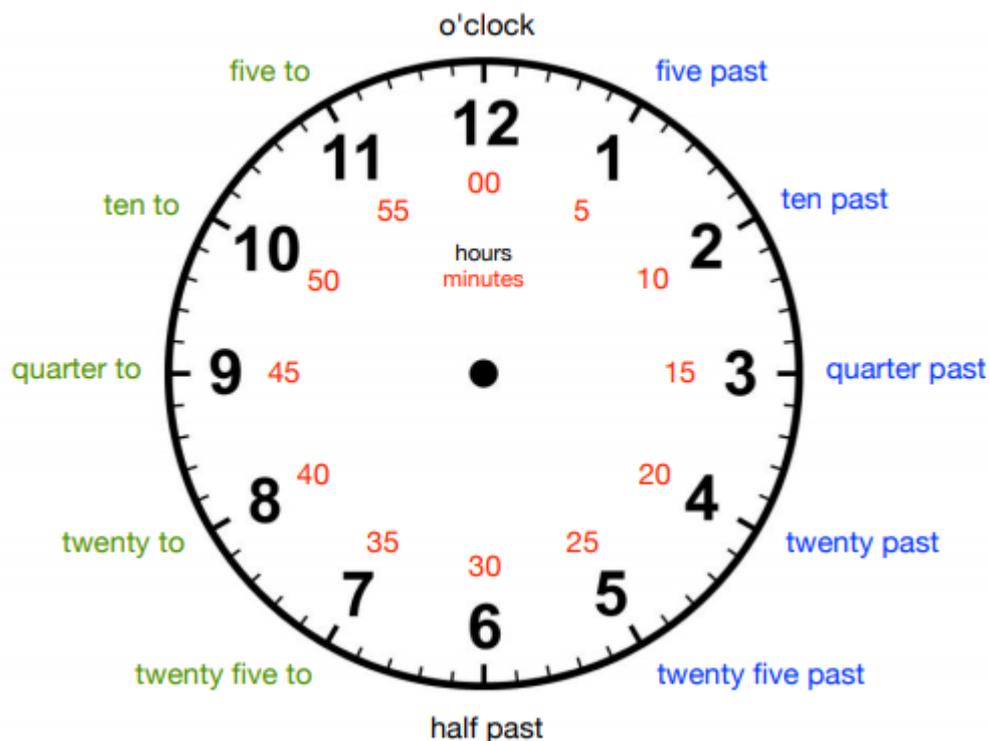
Dashes and commas can be used in place of brackets to indicate parenthesis.

Brackets	Commas	Dashes
I miss seeing Amelia (my best friend from primary school) every day.	I miss seeing Amelia, my best friend from primary school, every day.	I miss seeing Amelia – my best friend from primary school – every day.

Look at the section above for information on semi-colons and colons.

Subject: Maths**Next Step:** To continue to practise telling the time on an analogue clock.**Exemplification**

An analogue clock is a circular-faced clock with the numbers one to twelve around the outside and two hands, a shorter one to measure hours and a longer one to measure minutes.



Subject: Maths

Next Step: To show working out when answering multi-step problems and check they have completed each step accurately.

Exemplification

John buys **one toy car** and **one pack of stickers**.



£1.49



£1.64

He pays with a **£10 note**.

How much **change** does John get?

First, we ask the children to identify the key information by highlighting or underlining key words and phrases.

Next, they re-write this word problem as calculations (number sentences) to ensure they understand how to find the final answer.

Step 1: $£1.49 + £1.64 =$ total amount of items

Step 2: $£10 -$ total amount of items = change

Finally, they calculate the answer of each step.

Subject: Maths

Next Step: To continue to find the unknown value in an algebraic expression.

Exemplification

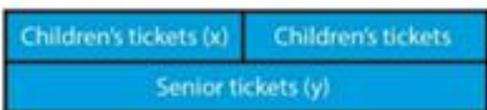
This is when children have not been given all the information they think they need and need to work around the question. The first thing you need to do it to highlight the important information.

Example

Rachel is selling tickets for the school play. She has **sold 10 more adult tickets than children's tickets**. She has **sold twice as many senior tickets** as children's tickets. If she has **sold 15 adult tickets**, how many **tickets in total** has she sold?



Let X equal the number of children's tickets
 $X + 10 = 15$
 $X = 15 - 10$
 $X = 5$



Let X equal the number of children's tickets
and Y represent the number of senior tickets
 $2X = Y$
 $2 \times 5 = y$
 $10 = Y$

The total number of tickets Rachel sold is $5 + 15 + 10 = 30$