

Common Next Steps – Exemplification



Subject: Reading

Next Step: To use evidence from the text to justify (or support) answers to questions (including inference questions).

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 infer the meaning of new vocabulary in a text.

Exemplification

Sample question: What do you think the word protruding means?

The children need to use clues from the text to predict what the word may mean. They cannot use a dictionary or other resources to help them; they have to use 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...

Sample answer: It says in the text that a hand is protruding from a cloak so I think it means sticking out.

Subject: Reading

Next Step: To answer questions using the PEE framework – point, evidence and explain.

Exemplification

Sample Question: How does the author create tension in this section of the text?

When answering a question like this the children need to answer with full sentences. By using PEE (point, evidence and explain) they can ensure the answer is thorough.

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...

Sample answer: **Point Evidence Explain**

The author creates tension by not naming the cloaked figure and only giving limited information about it's appearance. It says in the text that the creature is a towering cloaked figure, that it's face was hidden beneath its hood and the only part of its body that is revealed is a strange hand. **Not knowing what the character is, what it is doing or why it is there makes you worried for Harry because you do not know what this creature might do next.**

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 semi-colons 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 el dest 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: Writing**Next Step:** To use a variety of sentence types in their writing (simple, compound and complex)**Exemplification****Simple sentences**

A simple sentence is built from the minimum of a subject and a main verb (also known as a main clause). It can be very short in length but doesn't have to be. There are several reasons for using simple sentences. For example, a series of short simple sentences used together may be used to create tension, as in this extract:

'We rounded the corner. He was there. We stood in awe at the sight.'

Short simple sentences are frequently used to offer facts, so that they are easily understood by a reader. For example:

'Paris is the capital city of France.'

Compound sentences

A compound sentence is two simple sentences (two main clauses) joined to make one sentence. They are often joined using a co-ordinating conjunction.

Co-ordinating conjunctions can be remembered using the **FANBOYS** mnemonic:

For And Nor But Or Yet So

Examples: The boy is wearing a blue coat and the girl is wearing a yellow coat. I need some fresh air so I am going for a walk.

Complex sentences

A complex sentence contains a main clause and dependent clauses (subordinate clauses). Dependent clauses add more information but do not make sense on their own. There are several ways to add dependent clause. There are examples of the two most commonly used below.

Relative clause: this is a type of dependent clause that begins with a relative pronoun (who, which, where, when, that, when). These clauses can be placed after, before or in the middle of the main clause.

Alex, who is 9, enjoys playing in the park.

When it is sunny, I like to go to the park.

Subordinating conjunction: these join two clauses. There are many different examples but the most commonly used can be remembered by the mnemonic **ISA W A W A B U B**

If Since As When Although While After Before Until Because

Subject: Writing**Next Step: To spell the year three, four, five and six statutory words correctly.****Year 3 and 4 statutory spelling list:**

accident	certain	extreme	interest	particular	remember
accidentally	circle	famous	island	peculiar	sentence
actual	complete	favourite	knowledge	perhaps	separate
actually	consider	February	learn	popular	special
address	continue	Forward	length	position	straight
answer	decide	forwards	library	possess	strange
appear	describe	fruit	material	possession	strength
arrive	different	grammar	medicine	possible	suppose
believe	difficult	group	mention	potatoes	surprise
bicycle	disappear	guard	minute	pressure	therefore
breath	early	guide	natural	probably	though
breathe	earth	heard	naughty	promise	although
build	eight	heart	notice	purpose	thought
busy	eighth	height	occasion	quarter	through
business	enough	history	occasionally	question	various
calendar	exercise	imagine	often	recent	weight
caught	experience	increase	opposite	regular	woman
centre	experiment	important	ordinary	reign	women
century					

Year 5 and 6 statutory spelling list:

accommodate	communicate	equip	immediately	persuade	signature
accompany	community	equipped	individual	physical	sincere
according	competition	equipment	interfere	prejudice	sincerely
achieve	conscience	especially	interrupt	privilege	soldier
aggressive	conscious	exaggerate	language	profession	stomach
amateur	controversy	excellent	leisure	programme	sufficient
ancient	convenience	existence	lightning	pronunciation	suggest
apparent	correspond	explanation	marvellous	queue	symbol
appreciate	criticise	familiar	mischievous	recognise	system
attached	curiosity	foreign	muscle	recommend	temperature
available	definite	forty	necessary	relevant	thorough
average	desperate	frequently	neighbour	restaurant	twelfth
awkward	determined	government	nuisance	rhyme	variety
bargain	develop	guarantee	occupy	rhythm	vegetable
bruise	dictionary	harass	occur	sacrifice	vehicle
category	disastrous	hindrance	opportunity	secretary	yacht
cemetery	embarrass	identity	parliament	shoulder	
committee	environment	immediate			

Subject: Writing**Next Step:** To add –ed suffix correctly to root words.**Exemplification**

Adding the suffix –ed to root words changes the tense of the word to the past tense.

Rule 1: For words that already end in -e, simply add the letter d.

Examples: love → loved like → liked

Rule 2: For words that end in a consonant followed by y, change the y to i and add -ed.

Examples: marry → married hurry → hurried

Rule 3: For most words that end in a vowel followed by y, simply add -ed with no changes.

Examples: play → played stay → stayed

Rule 4: For one-syllable words that end in consonant-vowel-consonant (except x), double the last letter and add -ed.
(Note: Never double final x.)

Examples: stop → stopped jog → jogged

Rule 5: For most other words (including words that end in x), simply add -ed with no changes.

Examples: wish → wished enter → entered

Subject: Maths**Next Step:** To solve multi-step problems accurately by independently identifying key information and the individual steps required.**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 find fractions of amounts

Exemplification

Each fraction has a denominator and a numerator. The bottom digit of a fraction is the denominator. It tells you how many parts the whole amount is split into. The top digit is the numerator. It tells you how many of the parts you have (or want to have).

In the fraction $\frac{2}{5}$, the 2 is the numerator and 5 is the denominator.

Steps to success for finding fractions of amounts:

- 1) Divide the whole amount by the denominator. Now you know how much one part is worth.
- 2) Multiply one part by the numerator.

Example:

What is $\frac{2}{5}$ of 45?

- 1) $45 \div 5 = 9$
- 2) $9 \times 2 = 18$

45				
9	9	9	9	9

$\frac{2}{5}$ of 45 is 18

Subject: Maths

Next Step: To tell the time to five minute intervals.

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.

