

## Common Next Steps – Exemplification

**Subject:** Reading

**Next Step:** To consistently refer back to the text for evidence when explaining in order to fully justify answers and opinions.

### 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.

Point	Evidence	Explain
I know...	In the text it says...	This shows...
I think...	For example...	This suggests...
In my opinion...	An example of this is...	This implies...
	This can be seen...	The writer has chosen this technique because...
		This would make the reader feel...
		This is effective because...

**Subject:** Reading

**Next Step:** To continue to develop 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 engages 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 an advanced variety of punctuation, such as colons, semi-colons and parenthesis, when presenting ideas within writing.

**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 experiment and vary clause structures within writing in order to present often imaginative ideas in the most effective way possible

### **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 experiment with the use of semantic repetition in order to improve cohesion and impact of ideas within writing.

**Exemplification**

**Sample Text:**

When you're posted to the frontline trenches, you are always on edge. Always prepared. Prepared to stand your ground and withstand any assault from the Hun. Prepared to seize your moment and thrust yourself over the top, onwards towards enemy lines when that fateful whistle blows. Or so you think. Even though you prepare yourself for the inevitable, even though you think you might be ready, you aren't. Nothing can prepare you for the horrors of war. Nothing.

*Within this extract, the author has intentionally repeated words for effect in order to engage the reader and enhance the cohesion (flow) of writing and ideas. 'Always prepared. Prepared to stand...' and 'Nothing can prepare you for the horrors of war. Nothing.' are two examples where the author has created a seamless flow from sentence to sentence through emphasis of a key word. As this extract has a serious and dramatic focus, the author has deliberately created a sense of anticipation in order to hook the reader and encourage them to read on. 'Nothing' is a dramatic climax to the paragraph, emphasising just how tragic and traumatising war can be. It suggests an impending sense of doom is on its way in the following paragraphs.*

**Subject: Maths**

**Next Step:** To apply impressive mathematical understanding to a variety of contexts and worded problems, and effectively record jottings in order to help solve such problems.

**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 secure understanding of the formal methods for the four main operations, in particular, multiplication and division.

**Exemplification**

Multiplication Example	Division Example
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <math display="block">  \begin{array}{r}  391 \\  \times 39 \\  \hline  3519 \\  11730 \\  \hline  15249  \end{array}  </math> </div> <div style="width: 35%; border: 1px solid orange; border-radius: 50%; padding: 5px; font-size: small;"> <p style="color: orange;">First we multiply each of the digits 391 by 9.</p> <p><math>9 \times 1 = 9</math></p> <p><math>9 \times 9 = 81</math> (put the 1 down; carry the 8)</p> <p><math>9 \times 3 = 27</math></p> <p><math>27 + (\text{carried } 8) = 35</math></p> </div> </div> <div style="margin-top: 20px;"> <math display="block">  \begin{array}{r}  11730 \\  \times 3 \\  \hline  15249  \end{array}  </math> </div> <div style="margin-top: 20px; border: 1px solid green; border-radius: 50%; padding: 5px; font-size: small;"> <p style="color: green;">Now we multiply each of the digits 391 by 3. Because it is actually 30, not 3, we put a zero down first.</p> <p><math>3 \times 1 = 3</math></p> <p><math>3 \times 9 = 27</math> (put the 7 down and carry the 2)</p> <p><math>3 \times 3 = 9</math> (plus the 2 which makes 11)</p> </div> <div style="margin-top: 20px; border: 1px solid red; border-radius: 50%; padding: 5px; font-size: small;"> <p style="color: red;">Last of all, we add the results of our calculations to get the answer.</p> <p><math>3519 + 11730 = 15249</math></p> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <math display="block">  \begin{array}{r}  15 \overline{) 3640} \\  \underline{30} \phantom{0} \\  64 \phantom{0} \\  \underline{60} \phantom{0} \\  40 \\  \underline{30} \\  10  \end{array}  </math> </div> <div style="width: 35%; font-size: small;"> <p>15 into 3 doesn't go, so look at the next digit.</p> <p>15 goes into 36 two times, so put a 2 above the 6. <math>15 \times 2 = 30</math></p> <p>Take that 30 away from the 36 to get your remainder. <math>36 - 30 = 6</math></p> <p>Next, carry the 4 down to make 64.</p> <p>15 goes into 64 four times, so put a 4 above the 4. <math>15 \times 4 = 60</math></p> <p>Take 60 from the 64 to get your remainder. <math>64 - 60 = 4</math></p> <p>Carry the 0 down to make 40.</p> <p>15 goes into 40 two times, so put a 2 above the 0. <math>15 \times 2 = 30</math></p> <p>Take 30 from the 40 to get your remainder. <math>40 - 30 = 10</math></p> </div> </div>

**Long Division Helpful Hints!**

With long division, children encouraged to write out their times tables at the side, so they can refer to them during the division process. In class, in order to remember the steps to the division procedure, we have adopted the motto: **DIVIDE, SUBTRACT, DROP!**

		0	3	6
1	2	4	3	2
	-	3	6	↓
			7	2
	-		7	2
				0

- $12 \times 1 = 12$
- $12 \times 2 = 24$
- $12 \times 3 = 36$
- $12 \times 4 = 48$
- $12 \times 5 = 60$
- $12 \times 6 = 72$
- $12 \times 7 = 84$
- $12 \times 8 = 96$
- $12 \times 9 = 108$
- $12 \times 10 = 120$

**Subject:** Maths

**Next Step:** To develop reasoning skills by being able to justify methods and explain how making mathematical connections can help solve problems.

**Exemplification**

Much like using the Point Evidence Explain method within guided reading, this next step is all about explaining and justifying the processes and methods used in order to calculate the answer. It is a case of breaking down the steps to reason as to **why** an answer is correct.

**Sample Question:** Adam says 0.25 is smaller than  $\frac{2}{5}$ . Explain why he is correct.

**Sample Answer:**

I know that  $\frac{2}{5}$  and  $\frac{4}{10}$  are equivalent fractions as I can multiply both my numerator and denominator by 2 (to keep my fraction to scale). I know that  $\frac{4}{10}$  is equivalent to 0.4 because 'four tenths' means there is a 4 digit in the tenths place value column. By converting my fraction into a decimal, I can directly compare 0.25 and 0.4 (or 0.40) and I can see that 0.25 is smaller because the tenths digit is smaller.

**Alternative Sample Answer:**

I know that 0.25 is equivalent to  $\frac{25}{100}$  because the 2 digit is in the tenths column and the 5 digit is in the hundredths column. I also know that  $\frac{2}{5}$  is equivalent to  $\frac{40}{100}$  because I can multiply the denominator (5) by 20 in order to create a common denominator of 100. In order to keep my fraction equivalent and to scale, whatever I do to the denominator, I must do to the numerator. The numerator (2) multiplied by 20 results in 40. I can clearly compare and see that  $\frac{25}{100}$  is smaller than  $\frac{40}{100}$ .

**Sample Question 2:** Circle the prime number: 95 89 87 Explain how you know the other numbers are NOT prime.

**Sample Answer 2:**

I know that 89 is the prime number because prime numbers that only have two factors: one and themselves. 89 is only divisible by 1 and itself. 95 is NOT a prime number because the one's digit is a five which therefore means that it is also in at least the 5 times table as well as the 1 times table and the 95 times table; it is therefore NOT prime. 87 is also NOT prime because it is in the 3 times tables (as well as being in the 1 times table and 87 times table). I know this because I know that 90 is a large multiple of 3 ( $3 \times 30 = 90$ ). Therefore, if I subtracted one set/group of 3 away from 90 I would get 87, thus meaning it is in the 3 times table ( $3 \times 29 = 87$ ).