

Year 5 KPIs

Expected

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Discuss and explain their understanding of the meaning of vocabulary in context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence

Greater Depth

- Use generally relevant textual references or quotations (PEE)
- Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...

Year 5 – Expected

The child, who is working at expected standard, completed a comprehension activity linked to their core text 'The House with Chicken Legs'. The year 5 curriculum was based on social equity with a focus on homelessness. A verbal conferencing session with the teacher allowed for responses to be deepened and explored further.

Big Picture: The House with Chicken Legs

Inference
How do Benjamin and Marinka feel when they meet for the first time? Do they feel the same/different? Justify with evidence.

Clarifying
Find and copy a word/phrase that shows that Marinka tried to hide the bones quickly from Benjamin.

I believe that Benjamin felt curious because in the text it says, "Umm, are they human bones?"

I also believe that Marinka was nervous because in the text it says, "Yes. No. I scramble."

The word scramble tells me that she said it quickly and it came out messy like when eggs get scrambled.

☁️ How does your evidence support the idea that Benjamin felt curious? Do you think he feels any other emotions at this time?

My evidence shows that he is curious

KPI Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

The child was prompted to deepen their response through the questioning of the teacher and could then prompt the child to refer to the text to describe the character.

KPI: Discuss and explain their understanding of the meaning of vocabulary in context.

The child was given opportunities to develop their inference and clarifying skills.

because he is asking questions which shows me that he wants to know more.

I think he might be feeling worried that there are human bones. If I was Benjamin, I would be feeling worried.

Deepening Learning

The child then connected the characters' emotions to her own, 'I think he might be feeling worried that there are human bones. If I was Benjamin, I would be feeling worried.'

Year 5 – Expected

This child is working at the expected level and was given a short extract from an article based on healthy living and sports. The text was selected as it linked between the SRE curriculum for year 5 and the interests of this particular group of children. The focus of the reading lesson was to deepen their understanding of vocabulary used by the author to form an opinion for the reader.

Friday 06th December 2019

The Big Picture

The other thing that has been transformative at Stonyhurst, says Dr Grigsby, has been inviting able young sports people with respected profiles – “influencer types” – to speak to the pupils not just about their sporting ambitions and achievements but about the challenges faced along the way. This has included depression, positive role models and how you see yourself, and every speaker has been happy to come in for free. “They are just desperate to share their story with young people,” explains Grigsby. “This has been absolutely massive, and we found it’s led to much higher engagement.”

Making Connections
...has been inviting able young sports people with respected profiles to speak to the pupils not just about sporting ambitions and achievements but about the challenges faced along the way.

1. Why is it important to reflect on challenges that people face on their journey to success? 1 Mark
Explain your answer in a full sentence.
It is important to reflect on challenges because...
This links to...
This reminds me of ... because...

Inferencing
“They are desperate to share their story with young people”

2. What do they mean by this? 1 Mark
Explain your answer in a full sentence.
I have inferred this to mean... the word... supports my inference as...
The part... tells me that... therefore I think they mean...
This makes me think that...

3. Read the whole text above.
Which three ways have they implied that the use of influential speakers has been positive for students? 1 Mark
Explain your answers in full sentences.
The word... tells me that...
The part... tells me that...
This shows that they believe it to be a positive because...
This makes me think that...

KPI: Discuss and explain their understanding of the meaning of vocabulary in context

The child's response was supported through initial discussion with the table through a collaborative learning structure 'round robin' which allowed the child to orally rehearse their opinion prior to recording their opinion. The child referred to their prior knowledge of the word desperate and explained the effect it had on them as a reader.

2. I have inferred this to mean that they are excited to tell the children their story. I believe this because I know that desperate means needing or wanting something very much, she cannot wait to share the story. This makes me think that they are proud of what they have done.

3. The word 'ambitious' tells me that the speakers are useful because the word ambitious can also mean passions for the future. Secondly the students were trying to inspire the young people as they spoke to them about their challenges as well as their success. Lastly, the part 'This has been absolutely massive and we found it led to higher engagement' makes me think the speakers are positive. A final example from the text is the word 'transformative' which means to change the form, appearance or character of a person or thing to something quite different.

KPI: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

The child used their knowledge of the word ambitious and linked it to a positive impression of the speakers on the young people on the school. The child was encouraged to clarify their understanding of the word transformative and engagement as they discussed and explained to the teacher that something can be 'transformative' and have a negative impact. However, after the child had gathered all the evidence, they concluded that it was a positive impact.

Year 5 – Greater Depth

The child, who is working at greater depth within the expected standard, completed a comprehension activity. The children had been reading the text as part of the English teaching sequence and whole class reading lessons. The year 5 curriculum was based on social equity with a focus on the homeless.

Big Picture: The House with Chicken Legs

Inference
Who do you think 'Baba' is to the narrator of the story? Give your answer, using evidence from the text.
I believe that Baba is.... I think this because....

Clarifying
Find and copy a phrase that implies that her hopes for a normal life are pointless.

I think that 'Baba' is possibly a relative but is not a parent because in the text Marinka says 'I like to work with the bones because my parents would have touched them... I imagine what it might have been like to hold my parents for real. The phrase 'I imagine tells me that her parents are not around anymore. She ~~wants~~ wants to think about what it would be like to hold her parents. However it is clear that Baba Yaga cares for her. The evidence I have for this is 'Baba pokes her head out and smiles... 'lunch is ready I've made a feast for you.'

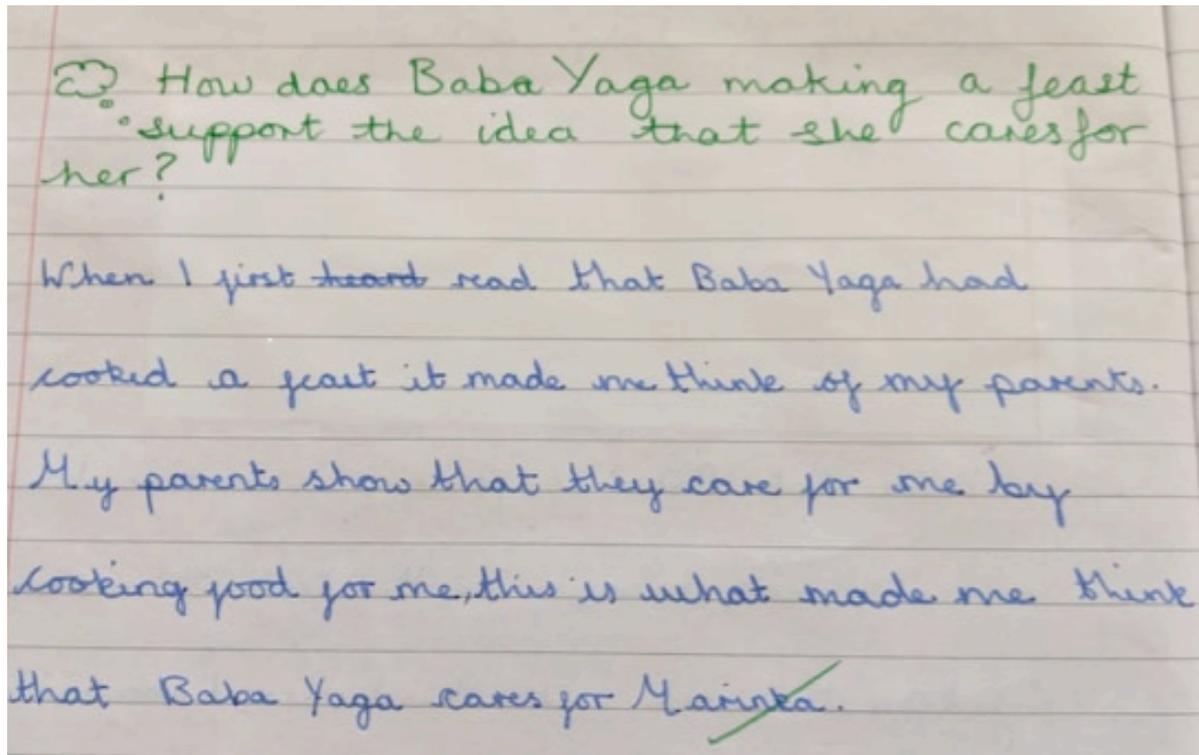
KPI: Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.

Inference questions were asked to practise the skill and ensure that the text was read carefully in order to infer the relationship between two characters.

KPI: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

The child was able to use evidence from the text to support her argument that Baba is a relative but not a parent. The child inferred from key words and phrases that the narrator's parents were no longer in her life.

Year 5 – Greater Depth-continued



Deepening learning:

The child made connections between the Baba making a feast for the narrator supporting the idea that Baba cares for her. They connected this to their own life and their parents making food for them.