

Peover Superior Endowed Reading Comprehension Exemplification

(Year 5)

The Year of the Rat, Clare Furniss



The traffic light glows red through the rainy wind-screen, blurred, clear, blurred again, as the wipers swish to and fro. Below it, in front of us, is the hearse. I try not to look at it.

My hands fidget as though they don't belong to me, picking at a loose thread on my sleeve, stretching my skirt down so that it covers more of my legs. Why did I wear it? It's way too short for a funeral. The silence is making me panicky, but I can't think of anything to say.

I sneak a sideways look at Dad, his face blank and still as a mask. What's he thinking? About Mum? Maybe he's just trying to find something to say, like me.

'You should do your seat belt up,' I say at last, too loud.

He starts and looks at me in surprise, as though he'd forgotten I was there.

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Whole paragraph; making predictions from details stated and implied (2M3)

"hearse" Monitor and check the text makes sense, and give the **meaning of words** in context (2C1) Explain and explore the meaning of words in context (2C2)

Whole page: summarise main ideas (2C4), identify key details that support main ideas (2C5)

"my hands fidget + funeral + hearse + rainy weather + Dad +where is mum?" Make inferences from the text (2M1; **Provide reasoned justifications for their views** (2M2)

"the traffic light glows red through the rainy wind-screen, blurred, clear, blurred again" identify language features of texts (2C6), explain how features contribute to meaning (2C7); **Discuss and evaluate the writer's use of words, phrases and language features to have an impact on the reader at word, sentence and text level** (2LFE2)

And, as I looked down at the mass of tubes, the paper-thin, purple-veined skin, the skeletal, alien creature inside the incubator, I realized it wasn't shock making me tremble. It wasn't grief. It was hate: big and dark and terrifying. And I felt like I was falling and I

"mass of tubes, the paper-thin, purple-veined skin..." Make **inferences** from the text (2M1); Explain inferences, justifying with evidence from the text; Provide reasoned justifications for their views (2M2); Identify and/or comment on write's use of words phrases and language features including figurative language (2LFE1)

he's trying not to, but at the last minute he just can't help himself. He wants it to sound like he doesn't mind one way or the other. I can't look at his face because I know it won't match his voice, and seeing how much he wants me to care about The Rat makes my insides squirm. Instead, I poke at the soggy cornflakes in my bowl with my spoon.

'I've been so angry. With everyone. But most of all—' I take a deep breath. I can hear my heartbeat. But I have to tell her. 'With the baby.'

'I know.'

I look at her. And I realize she does know. All the things I've tried to hide. Dad. The Rat. The lies I've told. She knows all of it.

'How do you know?' I think of all the things I've thought and said and my eyes fill with tears.

'Because I know you.'

'I'm sorry.'

I'm so angry my hands are shaking. But rage feels good. It feels hot and powerful and fierce and I feel alive. I shut my eyes again and breathe deeply and slowly. As the anger drains away, I feel limp and exhausted and a bit ridiculous. The garden sounds very quiet now I've stopped ranting. And yet—I open my eyes—not as quiet as it should. There's a shuffling sound in the leaves on the other side of the wall. I sit up, tensed.

I shut my eyes. The blackbird sings. I'm so tired. Tired of being angry. Tired of being sad. I lean further into Mum and she puts her arm round me and we sit like that until I'm so sleepy I can't keep the

Sections throughout the book: making inferences about a characters feelings, thoughts and motives from their actions (2M1); explain inferences and justify them with evidence from the text (2M2); identify/discuss/comment themes across a range of texts (2TC1)(2TC2)

Year 5/6 children working at the expected standard will be able to;

- Identify themes and conventions of a range of texts (2TC1)
- Discuss/comment on themes and conventions in different genres (2TC2)
- Make **inferences** from the text (2M1)
- Explain inferences, justifying with evidence from the text. **Provide reasoned justifications for their views** (2M2)
- Make **predictions** about what might happen from details stated and implied (2M3)
- Monitor and check the text makes sense, and give the **meaning of words** in context (2C1)
- **Explain and explore the meaning of words in context** (2C2)
- Identify the **main ideas from across a text** (2C3)
- Summarise main ideas from more than one paragraph (2C4)
- Identify **key details that support the main ideas** (2C5)
- Identify **language, structural and presentational features** of texts (2C6)
- **Explain** how the language, structural and presentational features of a text contribute to meaning (authorial choice) (2C7)
- Identify and/or comment on write's use of words phrases and language features including figurative language (2LFE1)
- **Discuss and evaluate the writer's use of words, phrases and language features to have an impact on the reader at word, sentence and text level** (2LFE2)

Reading stamina of around 1400 words in 60 minutes across 3 different texts and genres

'What?'
I feel stupid, as though I've interrupted something important.
'Your seat belt,' I mutter, cheeks burning.
'Oh. Yes.' Then, 'Thanks.'
But I know he's not really listening. It's as though he's listening to another conversation, one that I can't hear. He doesn't do his seat belt up.
We're like two statues, side by side in the back of the car, grey and cold.
We're nearly there, just pulling up outside the church, when he puts a hand on my arm, looks me in the eye. His face is lined and pale.
'Are you OK, Pearl?'
I stare back at him. Is that really the best he can do?
'Yes,' I say eventually.
Then I get out of the car and walk into the church without him.

"cheeks burning" Explain and explore the meaning of words in context (2C2)

Whole passage: Make **inferences** from the text (2M1); Explain inferences, justifying with evidence from the text. **Provide reasoned justifications for their views** (2M2)

"like two statues" Identify **language, structural and presentational features** of texts (2C6); **Explain** how the language, structural and presentational features of a text contribute to meaning (authorial choice) (2C7); Identify and/or comment on write's use of words phrases and language features including figurative language (2LFE1)

This exemplification is designed to be used with and to support the Aspire Reading Comprehension Assessment Grids.