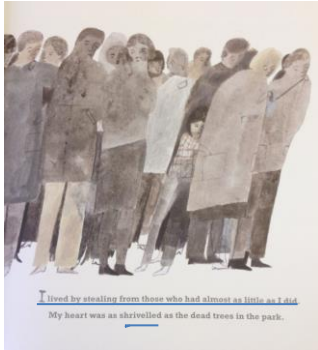


Peover Superior Reading Comprehension Exemplification

Year 2

The Promise, Nicola Davies

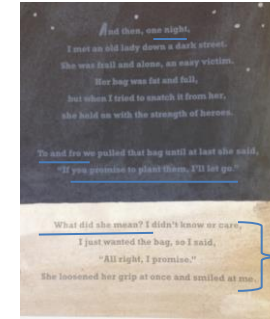


"those who had almost as little as I did." Making simple inferences (1M1)

"shrivelled" identify the meaning of vocab in context (1C1)

"my heart was as shrivelled as the dead trees in the park" identifying simple literary language (1LFE 1)

"I lived by stealing" identify and explain key aspects of characters/events (1C4, 1C5)



"And then, one night" identifying and explaining recurring literary language (1LFE 1)

"to and fro" identify the meaning of vocab in context (1C1)

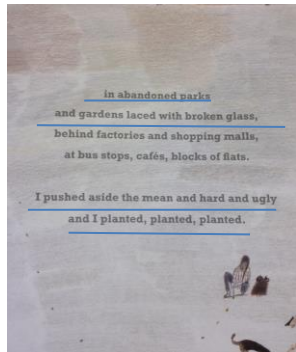
"if you promise to plant them, I'll let go." Make simple **inferences** (1M1), identify the sequences of events (1C2), identify and explain key aspects of events (1C4)

"She loosened her grip at once and smiled at me." Make simple **inferences** (1M1), make simple predictions (1M2)

Year 2 children working at the expected standard will be able to;

- Make simple and general **inferences** based on the text (1M1)
- Make simple and general **predictions** based on the text (1M2)
- Identify the **meaning of vocab** in context (1C1)
- Identify the **sequences of events** in a range of straightforward texts (1C2)
- Identify how **information is related and/or organised** within texts (1C3)
- Identify **key aspects of characters, events and information** (1C4)
- Give simple explanations for the **significance of titles** (1C5)
- Give simple **explanations for events and characters actions, information** (1C5)
- Identify **simple and recurring literary language** (1LFE1)

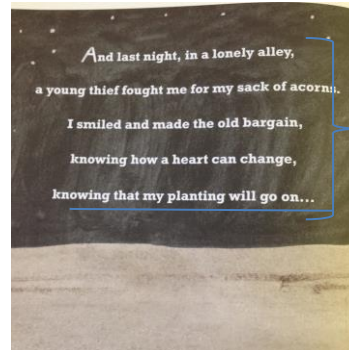
Reading stamina of around 1000 words in 30 minutes



"in abandoned parks" Identify the **meaning of vocab** in context (1C1)

"and gardens laced with broken glass" make inferences based on the text (1M1) – linking with other references throughout the text to create a visualisation of the landscape before and after

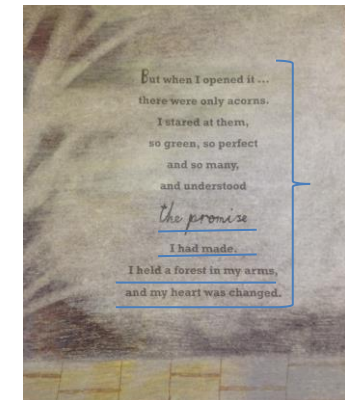
"I pushed aside the mean and hard and ugly and I planted, planted, planted." Identify the sequence of events (1C2), explain key events and aspects of character (1C4, 1C5), identify simple literary language (1LFE1)



Whole passage -Identify the sequence of events (1C5)

"knowing that my planting will go on..." Make predictions based on the text (1M2),

Whole text – identify key aspects of characters (1C4) and explain characters actions (1C5)



"the promise" explain the significance of the title (1C5)

Whole passage -Identify the sequence of events (1C5)

"I held a forest in my arms and my heart was changed" Make simple and general **inferences** based on the text (1M1), Make predictions based on the text (1M2),

"my heart was changed" Identify the **meaning of vocab** in context (1C1)

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