



Reading Comprehension Policy

2023-2024

VISION:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*



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Ratified by trustees	S. Trentini

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1. Introduction

At The Forge Trust, we divide English into its component parts: Early Reading and Phonics, Reading Comprehension and Composition (SPaG, the teaching of writing genres and speaking and listening). We have specific policies for each of these three key areas.

The aim of this reading comprehension policy is to ensure that children understand how to comprehend and are explicitly taught the skills to do so effectively.

2. Objectives

The objectives of Reading Comprehension are:

- To enable children to speak clearly and audibly in ways which take account of the situation and their audience (see Speaking & Listening curriculum);
- To foster an interest in texts of different genres, and an appreciation of the value of books for learning and for enjoyment (daily story sessions happen in all classes with quality texts);
- To encourage children to become enthusiastic and reflective readers through contact with challenging texts;
- To develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words;
- To develop children's ability to comprehend and read for meaning.

3. Rationale

Good readers combine word recognition with language comprehension to be able to decode print and understand the language it yields. Once fluent in decoding, children are able to language comprehension. This is when children begin to partake in daily reading comprehension sessions typically from Year 2 upwards. Prior to this, children are taught Effective Reading (see Early Reading and Phonics Policy for FS and KS1).

In The Forge Trust, we believe that whole class lessons are the most effective way to teach reading comprehension in oppose to traditional guided reading carousels. Each time we open a book with a child, it is an opportunity to walk into a new world together, explore the inner workings of the great literary minds and, as their guide, point out the sights and sounds that could so easily be missed by the untrained eye. However, it seems most unfair to go on such journeys, but only invite one fifth of the class. Therefore, we believe that whole class reading sessions ensure all children make good progress in reading comprehension as whole class sessions allow for all pupils to read with the teacher on a daily basis, benefiting from the teacher's expert explanations, modelling, questioning and feedback.

4. What does daily English look like in The Forge Trust?

English is an umbrella term for academies in The Forge Trust, and it includes the following areas: spelling, grammar, writing (composition), reading and speaking & listening.

A typical Forge school:

Duration of Session	Lesson
30 mins	Phonics/Spelling
45 mins-1 hour	Effective Reading/Reading Comprehension
1 hour-1hr 30 mins	Independent writing (Composition / Application)
1 hour	Composition (Punctuation, grammar and the process of writing) covering genres and key texts
Ongoing	Speaking & Listening

5. The Forge Trust Approach to Reading Comprehension

The first priority for young readers is that they learn to decode. However, this should not be done in isolation – it is important that children understand that text carries meaning and that they can take meaning from what they are reading.

Once children are able to decode, we teach them comprehension strategies. Children are taught to answer a specific style of question following the content domains specified in the National Curriculum (see appendix 1). Reading roles are used to support children in remembering the skills required to be successful in each domain. It involves assigning a well-known job to each of the content domains. Most children will already understand what the job entails in real life. Therefore, this helps them to make connections and gain a deeper understanding of each cognitive domain (see appendix 2).

The Forge Trust Approach to teaching each of the content domains follows four key stages:

In **Stage One**, they analyse the text, looking at word meaning and inference. There should be a focus on reading texts at a reasonable speed (90 words per minute from year 2).

In **Stage Two**, they are taught the skills (steps) to answer the focus style of question. As children progress in key stage two, they are more likely to focus on the skills before analysing the text, because this is the test-style situation. When they analyse the text first, it makes answering the questions much easier. Therefore, Stages one and two are interchangeable.

In **Stage Three**, children use the skills that they have been taught in Stage Two to answer questions independently using a different text. This could be the next chapter of a story, a text that will be studied in English, or a different text. As children progress through key stage two, there should be an emphasis on answering questions quickly.

In **Stage Four**, the second text is analysed in a similar way to Stage One.

6. Reading Comprehension Planning

6.1 Long Term Planning

Our yearly overview shows texts that will be studied with a brief outline of skills covered. Texts chosen for reading sessions should where possible link to topics being studied to ensure a cross-curricular approach.

6.2 Daily short-term Planning

Class teachers complete a sequence of daily lessons on a weekly basis. This planning ensures coverage of a range of skills assessed at the end of KS1 and KS2. These lesson plans are evaluated on a daily basis to inform future planning. Daily lessons follow a similar structure on a weekly basis to ensure that children are taught how to decode and read for meaning, taught skills to answer comprehension style questions and have time to apply these skills taught independently (see appendix 3).

7. Starter Activities

Vocabulary/inference starters are planned in regularly, daily if possible. Language and vocabulary deprivation significantly impacts children's understanding of the texts they are faced with at the end of KS2. Therefore, by striving to widen children's vocabulary acquisition, this will improve their ability to access a range of challenging texts.

Ideas for vocabulary starters:

- *Antonyms/ synonyms* – children are given a range of antonyms and synonyms and have to attempt to match them correctly.
- *Root words* – children are given a range of root words which all use the same prefix. Children to work in pairs to determine the meaning of the prefix.
- *Definition loop cards* – each child is given a definition, the teacher then reads out different words and children shout out if they have the correct definition.
- *Vocabulary bingo* – teacher displays different words on the IWB, children to pick three words each, teacher to then read out definitions of some of the words and the first child to shout bingo wins.
- *Connect four* – children are given three groups of four words which are jumbled up. The aim of the game is to sort the words into three groups of four that share a similar meaning, e.g. hovering, loitering, lingering and waiting.

Ideas for inference starters:

- *Picture clues* – children are given a picture. They work in pairs (or groups) to infer as much as they can about either the character, or setting, shown in the picture.
- *Sentences* – children given a sentence and a range of questions to help them infer

- ## 8. Precision Teaching

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT					
Question	1	2	3	4	5	6	7	8	9a	9b	10	11	12a	12b	12c	12d	14					18	20		22	23	24	25	26a	26b	27	28	29	30	31	32	33	Total												
Jomain	a	a	d	a	g	d	b	b	d	b	b	a	b	b	b	d	b	d	d	d	d	e	d	e	d	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z				
Markis	1	1	1	1	2	3	1	1	1	0	1	1	1	1	1	1	2	2	1	2	2	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Marcus	0	1	1	0	3	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Marcus	1	1	1	1	2	3	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Taylor-Mai	1	1	1	1	1	2	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Catellin	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	0	2	1	2	0	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Jade	1	1	0	1	1	0	2	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
Iaty	1	1	1	1	1	2	2	1	1	1	1	1	0	1	1	1	2	1	1	1	1	0	2	0	1	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	3	5	50%	11	75%	11	75%	
Joel	1	1	0	1	1	2	3	0	1	1	1	1	1	1	1	0	0	1	0	0	0	1	2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Abbie	1	1	1	1	1	0	3	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ann-Marie	1	1	1	0	1	1	3	1	0	1	1	1	1	0	1	1	0	1	1	1	0	2	0	0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Martin	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	2	0	0	2	1	1	0	0	2	1	1	0	0																				

9. Coverage of Genres

Week 3 – Poems/songs/videos

In Key Stage Two, novel studies should be planned for at least twice a year to promote reading for pleasure. Again, where possible, novels chosen should link to children's topic work to embed understanding and cross-curricular learning.

10. Marking and Assessment

Marking will be carried out regularly in accordance with the trust's marking and feedback policy. Children will also be involved in marking their written responses to comprehension questions and assessing themselves against their daily success criteria.

We also use assessment grids for reading. These grids are ticked off on a termly basis based on teacher assessment (see appendix 5).

Informal Assessment

Short-term, formative assessments are closely matched to the learning objectives and success criteria and are carried out with a view to informing subsequent teaching. Guided group work and daily questioning will also form part of informal assessment in reading.

Formal Assessment

Children are formally assessed termly in reading comprehension. Each term, children will be given a test, and this score will inform the teacher judgement of the child's level.

11. Target Setting

11.1 Whole School Reading Targets

Each year an analysis of KS2 SATs is completed by subject leaders in Maths and English. As a result, weaker areas are identified, and the target areas are broken down into manageable objectives covering the national curriculum in that particular strand. A pre-test is delivered to children, and the same test is re-administered as an end test at the end of term. Progress is measured after a term. Typically, schools will have 3 different target areas in any one given academic year.

11.2 FFT Aspire & Aspirational Target Setting in Reading

Each child will also have a target based on their KS1 score (if in KS2) and based on their Achievement in Foundation Stage (if in KS1). These targets are aspirational, and the methodology used enables us to target set to compete with the top 1% of schools in the country for pupil progress.

12. Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn and progress within our school. We recognise that, on occasions due to an academy's catchment, we need to reach out to parents and offer them the support that they need to carry out this role which includes holding parent workshops during autumn term.

Parents will be actively encouraged to read with their children and discuss books with them. Parents will be invited to workshops to help them to support their children.

13. Links with Home Learning

Reception Pupils

- A daily reading session with a parent/carer for approximately a minimum of 5-10 minutes;
- Tricky words to practise in their phonics/spelling folders.

Year 1 Pupils

- A daily reading session with a parent/carer for a minimum of 5-10 minutes.

Year 2 Pupils

- A daily reading session with a parent/carer for 10+ minutes.

Year 3 & 4 Pupils

- A daily reading session with a parent/carer for 15+ minutes.

Year 5 & 6 Pupils

- A daily reading session of 20-30 minutes – children are expected to be responsible for completing their reading diary entries which will be checked on a daily basis;
- On a weekly basis, completing a comprehension task to embed skills learned in class that week.

*We endorse the use of CGP homework books in Year 5 and 6 as they fit closely with the curriculum requirements.

14. Monitoring and Review

Monitoring of the subject is undertaken on a regular basis, through planning and book scrutinies, lesson observations and pupil interviews. The current dates are available in the Monitoring & Evaluation Policy 2020-2021.

This policy will be reviewed during the Autumn Term 2021.

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Appendix 1 – Comprehension Content Domains (KS1 and KS2)

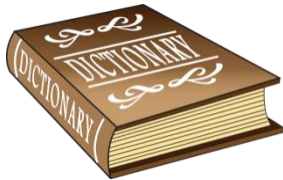




Key Stage One:

- 1a** – Draw on knowledge of vocabulary to understand texts.
- 1b** – Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- 1c** – Identify and explain the sequence of events in texts.
- 1d** – Make inferences from the text.
- 1e** – Predict what might happen on the basis of what has been read so far.







Key Stage Two:



- 2a** – Give / explain the meaning of words in context.
- 2b** – Retrieve and record information / identify key details from fiction and non-fiction.
- 2c** – Summarise main ideas from more than one paragraph.
- 2d** – Make inferences from the text / explain and justify inferences with evidence from the text.
- 2e** – Predict what might happen from details stated and implied.
- 2f** – Identify / explain how information / narrative content is related and contributes to meaning as a whole.
- 2g** – Identify / explain how meaning is enhanced through choice of words and phrases.
- 2h** – Make comparisons within the text.

Reading Roles – Cognitive Domains (KS1)

Domain	Job role	Symbol	Focus
1a) Draw on knowledge of vocabulary to understand texts	The Translator <i>The translator knows and can explain what individual words in a text mean.</i>		Vocabulary
1b) Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	The Reporter The reporter finds all the main facts in a text and writes them down.		Retrieving
1c) Summarise main ideas from more than one paragraph	The Editor The editor finds only the most important information in a text.		Summarising
1d) Make inferences from the text	The Detective The detective works things out (makes conclusions) based on clues in the text.		Inferring
1e) Predict what might happen on the basis of what has been read so far	The Weather Forecaster The weather forecaster uses the information from a text to say what will happen next.		Predicting

Reading Roles – Cognitive Domains (KS2)

Domain	Job role	Symbol	Focus
2a) Give/explain the meaning of words in context	The Translator <i>The translator knows and can explain what individual words in a text mean.</i>		Vocabulary
2b) Retrieve and record information/identify key details from fiction and non-fiction	The Reporter The reporter finds all the main facts in a text and writes them down.		Retrieving
2c) Summarise main ideas from more than one paragraph	The Editor The editor finds only the most important information in a text.		Summarising
2d) Make inferences from the text/explain and justify inferences with evidence from the text	The Detective The detective works things out (makes conclusions) based on clues in the text.		Inferring
2e) Predict what might happen from details stated and implied	The Weather Forecaster The weather forecaster uses the information from a text to say what will happen next.		Predicting
2f) Identify/explain how information/narrative content is related and	Author The author explains why language and		Explaining language and structure choices

contributes to meaning as a whole	structural choices are made.		
2g) Identify/explain how meaning is enhanced through choice of words and phrases	Interpreter The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.		Authorial intent
2h) Make comparisons within the text	The Librarian The librarian thinks about all the information in the text and finds similarities and differences.		Comparing

Appendix 3 – Example Daily Planning in Year 4

	Learning Objective and Success Criteria	Main (differentiation):
Tues	<p>LO: To analyse a text.</p> <p>SC: <i>I can...</i> Read and decode a text Use expression Retrieve information from a text Make simple inferences</p> <p>NC Refs: Retrieving and recording information Re-tell stories orally Find the main ideas from more than one paragraph</p>	<p>Text: The Quest of Medusa's Head</p> <p>Starter: To make inferences. What does 'inference' mean? Chn discuss ideas then share as a class. Show chn an image. What is happening in the picture? How are the characters feeling? How do you know this? What might happen next? Chn work in groups then discuss as a class.</p> <p>Introduce chn to the text for this week: The Quest of Medusa's Head (Greek Myth). What does 'quest' mean? What type of text do you think this is? What might this text be about? Partner chatter then share and feedback.</p> <p>Teacher to read the first two paragraphs to the children modelling use of expression and working out the meaning of unfamiliar vocabulary. Discuss vocabulary: brass, prison, prevent, completely. Task: Display five direct retrieval questions on the board. Chn have 60 secs to discuss in their pairs/groups. Go through the answers as a class.</p> <p>Chn to take turns reading aloud for the next paragraph. Remind chn to read clearly and use expression. Are there any words you are unsure of the meaning? How could we work out the meaning? Remember you have to read around the word to work it out.</p> <p>Task: Chn to read the next section independently: The Magic Sandals. Teacher to work with a guided group during this time to listen to individuals read. Go through with children any unfamiliar vocabulary afterwards.</p> <p>Task: Display 'I wonder...' questions on the board. Get chn to discuss and come up with their own questions.</p> <p>Task: Chn to read to the end of the text independently. Teacher to work with a guided group during this time to listen to individuals read. Go through with children any unfamiliar vocabulary afterwards.</p> <p>Task: Sentence strips – discuss with chn the trickier parts of the text. Ensure they all understand the meaning and any unfamiliar vocabulary.</p>

Wed	<p>LO: To make inferences.</p> <p>SC: <i>I can ...</i> Read the question Underline the key words Understand what the question is asking for Look at the number of marks Search for the key words in the text Look for clues to answer the question Check my answer</p> <p>NC Refs: Draw inferences (character's feelings, thoughts and motives from their actions) Justify inferences with evidence Provide reasoned justification for my views</p>	<p>Text: The Quest of Medusa's Head</p> <p>Recap: What is the story about? Who are the main characters? What are the main events of the story? What new vocabulary have you learned? Chn to have 30 secs to discuss in pairs and then share as a class.</p> <p>Starter: <i>Connect four</i> – have three words from the text yesterday on the board and three other synonyms for each word displayed on the board. Chn to discuss in pairs and groups to sort these words into four groups.</p> <p>Main: Introduce chn to the LO – What does inference mean? Discuss with chn how it means looking in the text for clues.</p> <p>Model how to answer an inference question based on the familiar text. Draw out the success criteria from the chn and complete an answer to the question as a shared write. How do we answer this type of question? What do you think our success criteria is? Discuss and address any misconceptions. Complete and model another example inference question with the chn as a whole class.</p> <p>Chn to then complete inference questions independently on their worksheet.</p> <p>LA – (chn's initials) supported by the teacher to recap the SC and how to answer this type of question. HA – extension to write their own questions based on the text and then swap books with a partner.</p> <p>Go through the answers with the chn and address any misconceptions.</p> <p>Plenary – Discuss the extension (to make a prediction). What do you think might happen to Perseus next in his adventure? Share ideas with the chn using evidence from the text.</p> <p>Chn to complete their self and peer assessment.</p>
Thurs	<p>LO: To make inferences.</p> <p>SC: <i>I can ...</i> Read the question Underline the key words Understand what the question is asking for Look at the number of marks</p>	<p>Text: The Quest of Medusa's Head</p> <p>Starter: Show chn an image to infer from called 'First Flight'. How are the owls related? Which owl is taking its first flight? How do you know? How does the young owl feel about flying? Is the older owl worried? Chn to discuss in pairs/groups and then feedback as a class.</p> <p>Recap: What is the story about? Who are the main characters? What are the main events of the story? What new vocabulary have you learned? Chn to have 30 secs to discuss in pairs and then share as a class. What skill did we look at yesterday? How do we complete inference questions? What was our success criteria?</p>

	<p>Search for the key words in the text Look for clues to answer the question Check my answer</p> <p>NC Refs: Draw inferences (character's feelings, thoughts and motives from their actions) Justify inferences with evidence Provide reasoned justification for my views</p>	<p>Main: Remind chn of the success criteria to solve inference questions and display this on the board. Explain to the chn that today they will be completing more inference questions but based on a text they haven't read yet. It is still based on Perseus and his travels, but a new section...</p> <p>Model how to answer an inference question based on the new text. Draw out the success criteria from the chn and complete an answer to the question as a shared write. How do we answer this type of question? What do you think our success criteria is? Discuss and address any misconceptions. Complete and model another example inference question with the chn as a whole class.</p> <p>Chn to then complete inference questions independently on their worksheet.</p> <p>LA – (chn's initials) supported by the teacher to recap the SC and how to answer this type of question. HA – extension to write their own questions based on the text and then swap books with a partner.</p> <p>Go through the answers with the chn and address any misconceptions.</p> <p>Chn to complete their self and peer assessment.</p>
Fri	<p>LO: To summarise main ideas.</p> <p>SC: <i>I can ...</i> Read and interpret the question Underline the key words in each statement Scan the text to find the answers Decide whether each statement is true or false Check my answer</p> <p>NC Refs: Summarise main ideas drawn from more than one paragraph identifying key</p>	<p>Text: The Quest of Medusa's Head</p> <p>Starter: Display three words in context from the text. Chn to match the words to the correct definition. Chn to discuss this in pairs/groups and then share and feedback as a class.</p> <p>Recap: What is the story about? Who are the main characters? What are the main events of the story? What new vocabulary have you learned? Chn to have 30 secs to discuss in pairs and then share as a class.</p> <p>Main: Introduce LO – What does summarising mean? Partner chatter then feedback. Show chn an example of a summarising question (true/false table). How do we answer these questions? What do you think our success criteria is? Draw out the SC from the chn and then model how to work out the correct answers with the children.</p> <p>Chn to then complete summarising true/false questions independently on their worksheet.</p> <p>LA – (chn's initials) supported by the teacher to recap the SC and how to answer this type of question. HA – extension to write their own questions based on the text and then swap books with a partner.</p> <p>Go through the answers with the chn and address any misconceptions.</p>

	details that support the main ide	Chn to complete their self and peer assessment.
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2a: Give / explain the meaning of words in context.

You are given an extract and four possible choices of a meaning for a word. For example:

*The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Tick one.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

- | | |
|--------------|-------------------------------------|
| equal | <input type="checkbox"/> |
| neighbouring | <input type="checkbox"/> |
| important | <input type="checkbox"/> |
| competing | <input checked="" type="checkbox"/> |

Steps:

Re-read the question – check what it is asking.

What type of word are you being asked for? (noun, verb, adjective)

Insert each word in turn into the sentence.

Continue through each option – there might be a better choice.

Check your answer.

You are asked to find and copy a word or phrase from a paragraph with a similar meaning.

Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

- *ancestors.*

Steps:

Re-read the question – check what it is asking.

What type of word are you being asked for? (noun, verb, adjective)
Look through the section of text – find other words of the same word class.
Which word seems similar in meaning?
Check your answer.

You are asked to give the meaning of the word. For example:

*The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.*

Give the meaning of the word *parched* in this sentence.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for references to the absence of water, e.g.

- *dry*
- *barren of water.*

Also accept answers that refer to the effect on the environment of extreme heat, e.g.

- *it was burnt like a desert*
- *the ground was baked.*

Steps:

Re-read the question – check what it is asking.

What do you know about the context? Read the section to find clues.

What is it like? What might this mean? Think of alternatives.

Put your alternatives into the sentence. Which one sounds best?

Check your answer.

You are asked to explain what the word or phrase suggests. For example:

Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for reference to any of the following:

1. forcefulness, e.g.
 - *'spat' makes you think it was an incredible force that formed the island*
 - *the island was pushed powerfully out of the ocean.*
2. suddenness (speed / unexpectedness), e.g.
 - *the island appeared very quickly*
 - *the word 'spat' sounds like it was something they didn't expect to happen.*

Steps:

Re-read the question – check what it is asking.

How is the word normally used? What context would it be in? What does it suggest?

What do you know about the context of the text? Read the section to find clues.

How does this relate to the word in the question?

What might the word tell you about the setting/character/etc?

Check your answer.

2b: Retrieve and record information / identify key details from fiction and non-fiction.

This could be a straightforward question. For example:

Write down **three** things that you are told about the oak tree on the island.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for reference to any of the following (whether given as acceptable point or quotation), up to a maximum of **3 marks**:

1. it is in the middle
2. it is very old
3. it is big / tall / dominates
4. its branches are twisted / bent
5. its branches stretch over the island / out to the water
6. the branches are close together.

Steps:

Re-read the question – check what it is asking.

Find the key words in the question.

Find the key words in the text.

Read the sentence. Does it answer the question?

If it doesn't, read the sentences before and after. Do you have the answer now?

Check that you have answered the question.

They may require some inference or understanding of words. For example:

Give **two** reasons why Mauritius was a *paradise* for animals before humans arrived.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for reference to **two** of the following:

1. warm
2. lots of food
3. no predators / safe.

In this type of question, you have to understand the context of the text as the words aren't actually written down in this format. However, the steps are the same.

Steps:

Re-read the question – check what it is asking.

Find the key words in the question.

Find the key words in the text.

Read the sentence. Does it answer the question?

If it doesn't, read the sentences before and after. Do you have the answer now?

Check that you have answered the question.

It could be true/false which also requires processing. For example:

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for all **four** correct:

	True	False
Two families fought for the throne.	✓	
Maria's family symbol was the lion.	✓	
The monument was for a prince.		✓
It was hot on the island.		✓

The steps are the same, but the children are often looking at a bigger selection of text – it could be the whole text.

Steps:

Re-read the question – check what it is asking.

Find the key words in the question.

Find the key words in the text.

Read the sentence. Does it answer the question?

If it doesn't, read the sentences before and after. Do you have the answer now?

Check that you have answered the question.

They might have to complete a table. For example:

Look at the text box **Who has already had a holiday in space?**

Complete the table about Anousheh's trip into space.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.

Award 2 marks for all **three** correct.

Award 1 mark for **two** correct.

Where did she start her trip?	<ul style="list-style-type: none">• Russia Do not accept Russian ISS or Earth
Where did she stay in space?	<ul style="list-style-type: none">• space station / ISS
How long did she stay in space?	<ul style="list-style-type: none">• 8 days Do not accept 8

Again, the steps are the same, but it might require looking over a longer piece of text.

In this question, the 'question words' are important. If it asks where, you are looking for a place name (beginning with a capital letter). If it asks when, you are looking for a date. If it asks how long, you are likely to be looking for a number.

Steps:

Re-read the question – check what it is asking.

Find the key words in the question, e.g. when, where, how long, etc.

Find the key words or type of information in the text.

Read the sentence. Does it answer the question?

If it doesn't, read the sentences before and after. Do you have the answer now?

Check that you have answered the question.

2c: Summarise main ideas from more than one paragraph.

This might involve putting events in order. For example:

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

Content domain: 2c – summarise main ideas from more than one paragraph

Award 1 mark for the correct sequence:

An important lesson is learnt.	<div>6</div>
Reasons for the extinction of the dodo.	<div>3</div>
Summary of the plight of the dodos.	<div>1</div>
New information is discovered about the dodo.	<div>5</div>
An explanation for the unreliable evidence.	<div>4</div>
Humans arrived on Mauritius.	<div>2</div>

Steps:

Re-read the question – check what it is asking.

Read each alternative – are there any that you know already, e.g. first and last? Put numbers at the side of the box.

Skim read – if it is a non-fiction text, the first sentence of each paragraph should give you an idea of what the paragraph is about.

Can you order the text now? Are there any that are missing? Put numbers at the side of the box. For any that are missing, scan for key words in the text.

Write the ordered numbers in the boxes.

It might involve identifying the main message of a text. For example:

What is the main message of the poem?

Content domain: 2c – summarise main ideas from more than one paragraph.

Award 1 mark for the correct option ticked.

People can learn a lot from holding small creatures.	<input type="checkbox"/>
People should think about how their actions affect others.	<input checked="" type="checkbox"/>
People are much bigger than frogs and snails.	<input type="checkbox"/>
People should overcome their fear of nature.	<input type="checkbox"/>

Steps:

Re-read the question – check what it is asking.

Read through the alternatives. Are there any that can be discounted? If so, put a cross next to the box.

Are there any words in the text that are repeated? Could this be the main message?

Make links between the alternatives and the repeated words or phrases.

Use the key details to answer the question.

It might involve true and false statements of summaries of paragraphs (they've done the summary and you have to identify if they've got it right). For example:

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

Content domain: 2c – summarise main ideas from more than one paragraph.

Award 1 mark for all four correct.

	True	False
Lord John saw the dinosaur tracks first.	✓	
Professor Summerlee has faked the evidence.		✓
Professor Challenger worries people won't believe them.	✓	
They are all frightened of the iguanodons.		✓

Steps:

Re-read the question – check what it is asking.

Read each statement carefully. Find the key words in the statements.

Find the key words in the text.

Read the sentence. Does it answer the question?

If it doesn't, read the sentences before and after. Do you have the answer now?

Check that you have answered the question correctly.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.

It might ask you to say what impression you get from the words. For example:

Look at the paragraph beginning: *The tiny island...* to the paragraph ending: *...were cut into it.*

What impressions of the island do you get from these two paragraphs?

Give **two**.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:

1. uninhabited / abandoned
2. holds secrets
3. overgrown
4. dark / shady / gloomy
5. small
6. mysterious / creepy / unsettling
7. quiet / peaceful
8. important / a special place

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many ideas do you need to include?

Impression means what idea or image is created.

Find the key words in the question.

Look for words in the text that link to the idea.

Find words that create an image for the reader? Does this answer the question?

Put the clues together (evidence) and write what idea or image this gives.

Have you got enough ideas for the number of marks?

Check that you have answered the question.

They might have to infer the meaning of a word. For example:

Look at the paragraph beginning: *Maria led Oliver...*

Why did Oliver find it difficult to read the inscription on the monument?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to any of the following:

1. it is mossy / dirty
2. it is covered
3. it is weathered.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base.

They have to infer that being weathered links to it being difficult to read.

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many points do you need?

What do you know about the context? Read the section to find clues.

What is it like? What might this mean? Think of reasons that answer the question.

Check your answer.

They might have to infer character traits/feelings or setting. For example:

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Acceptable points refer to Martine being:

1. fun-loving / carefree
2. brave / risk-taking / adventurous
3. resilient / adaptable / calm under pressure
4. unconventional
5. strong-willed / defiant / determined / independent.

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many points do you need to make?

Read the section to find clues that link to the question.

Empathise with the character – how would you feel? Which parts of her character do you like?
Find the clues. What do the clues tell you?
Have you made a point and given evidence? Do you have enough points?
Check your answer.

It might be a fact or opinion question. For example:

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for all **four** correct.

	Fact	Opinion
Anousheh Ansari kept an online diary.	✓	
Brushing your teeth in space is a joy.		✓
Being weightless is endlessly entertaining.		✓
Tourists can stay on the International Space Station.	✓	

Steps:

Re-read the question – check what it is asking.

Find the key words in the question.

Find the key words in the text.

Read the sentence. Does it answer the question?

If it doesn't, read the sentences before and after. Do you have the answer now?

Check that you have answered the question.

It might ask how the words make you feel. For example:

Gentle, and small, and frail

How do these words make the reader feel about the snail?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for answers that refer to concern / empathy, e.g.

- *sorry for it*
- *sympathy*
- *worried about it*
- *you'd want to protect it.*

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many points do you need to make?

Read the section to find clues that link to the question.

Empathise – how do you feel?

Find the clues – which words make you feel like that? What do the clues tell you?

Have you made a point and given evidence? Do you have enough points?

Check your answer.

It might involve figurative language, where you have to work out what they are writing about. For example:

What is the *tremendous monster*?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for reference to the tremendous monster being a human.

Do not accept: *It is a giant.*

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many points do you need to make?

Find the words in the text.

What else does the text tell you?

Which words could replace this?

Check your answer.

It might be that they have to understand a comparison (often a simile). Something will be compared to something familiar and they have to understand how this helps the reader to understand what is being described. For example:

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for reference to providing a comparison to something the reader will recognise, e.g.

- *because we know how big elephants are*
- *we know what lizard's skin is like*
- *it compares them to animals we know.*

Steps:

Re-read the question – check what it is asking.

What do you know about the item that it is being compared to?

How are the two things similar?

Write what you know about the familiar item and how that helps you to picture the unknown item.

Check your answer.

2e: Predict what might happen from details stated and implied.

This might ask how a character might change their behaviour or what might happen. It is important that this is based on evidence from the text – i.e. what has been given already as a clue. For example:

Do you think that Martine will change her behaviour on future giraffe rides?

Tick one. (yes / no / maybe)

Explain your choice fully, using evidence from the text.

Content domain: 2e – predict what might happen from details stated and implied

Acceptable points (yes):

1. she had started to listen to / obey her grandmother
2. she got a fright / found herself in danger
3. she had learnt from the experience.

Acceptable points (no):

4. she has been in danger before and not been hurt / got away with it
5. she is stubborn / defiant / does not listen to others
6. she had fun / she is adventurous / she is thrill-seeking.

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many points do you need to make?

Read the text to find any relevant information about the character or setting.

How does this relate to the question?

Make your point and given evidence? Do you have enough points?

Check your answer.

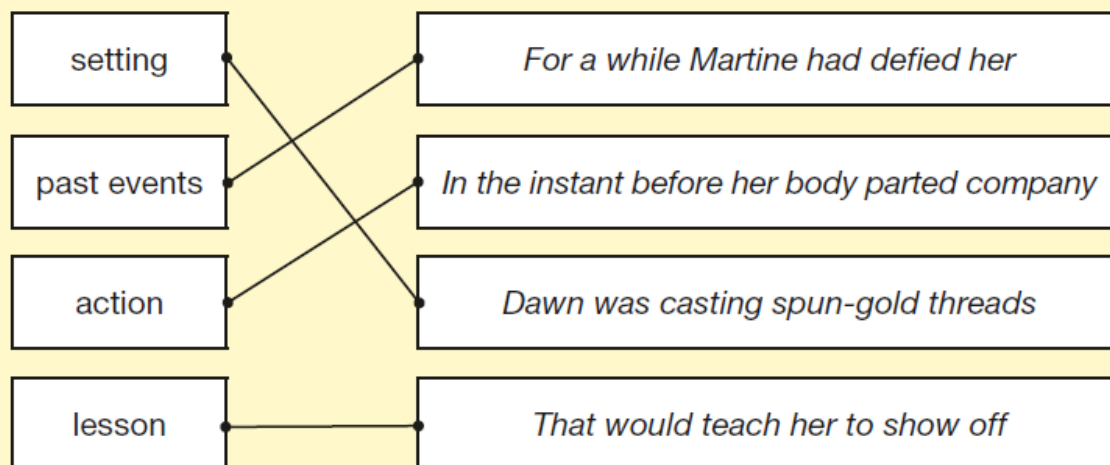
2f: Identify / explain how information / narrative content is related and contributes to meaning as a whole

They may have to match quotes to parts of the text.

Draw lines to match each part of the story with the correct quotation from the text.

Content domain: 2f – identify / explain how information / narrative content is related and contributes to meaning as a whole

Award 1 mark for all correctly matched:



It might ask you to identify the words that indicate a change. For example:

The mood of the characters changes throughout the extract.

Find and copy the group of words on page 9 where Lord John's mood changes.

Content domain: 2f – identify / explain how information / narrative content is related and contributes to meaning as a whole.

Award 1 mark for:

- ("I don't know what anyone else thinks, but this place) makes me feel very uneasy..." (said Lord John).

Steps:

Re-read the question – check what it is asking.

Read all of the possible answers.

Are there any that you know straight away? Do the ones that you know first.

Look at the others to see which answer is the most feasible.

Check your answer.

2g: Identify / explain how meaning is enhanced through choice of words and phrases.

It might ask what different words suggest or what impression they give. For example:

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases

Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:

1. reflective / shiny / mirror-like, e.g.
 - *the water reflects the light*
 - *shining under the sun.*
2. clear / transparent, e.g.
 - *you could see through the water.*
3. still / calm / undisturbed
4. flat / smooth.

This is closely linked to meaning of words in context and there is considerable overlap between these two categories.

Steps:

Re-read the question – check what it is asking.

How many marks is the question worth? If there are two words, both will need to be explained.

How is each word normally used? What context would it be in? What does it suggest?

What do you know about the context of the text? Read the section to find clues.

How does this relate to the word in the question?

What might the word tell you about the setting/character/etc?

Check your answer.

2h: Make comparisons within the text.

It might ask about a change throughout the text, e.g. character mood. This is linked to 2f. For example:

How does Lord John's mood change?

Content domain: 2h – make comparisons within the text.

Award 1 mark for answers that refer to **both** his mood at the beginning **and** at the end of the extract.

Beginning:

Accept appropriate synonyms for: enthusiastic / excited / curious.

End:

Accept appropriate synonyms for: cautious / scared / anxious.

Steps:

Re-read the question – check what it is asking.

How many marks is it worth? How many points do you need to make?

Read the section to find clues that link to the question.

What do the clues tell you that will help you answer the question?

Have you made a point and given evidence? Do you have enough points?

Check your answer.

Appendix 5 – Teacher Assessment Grids

Year 1	Achieved (✓) & Dated
1a: Draw on knowledge of vocabulary to understand texts	
I can link what I have read or heard to my own experiences	
I can discuss word meanings, linking them to words I already know	
I can recognise and join in with predictable phrases	
I can discuss my favourite words and phrases	
I can draw on what I know, background information and vocabulary to understand what I read	
I can check that the text makes sense as I read and self-correct	
I can re-reads books to build fluency and confidence	
I can discuss the significance of the title and events	
I can explain my understanding of what is read to me	
1b: Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	
I am becoming familiar with key stories, fairy stories and traditional tales, re-telling them and considering their characteristics	
1c: Identify and explain the sequence of events in texts	
I can sequence pictures in a story	
I can talk about the events in the right order	
1d: Make inferences from the text	
I can make inferences on the basis of what is being said and done	
1e: Predict what might happen on the basis of what has been read so far	
I can predict what might happen on the basis of what has been read so far	
I can predict what the text is about from the cover and the blurb	
Word Reading	
I can read most words containing common suffixes (-s, -es, -ing, -ed, -er, -est)	
I can read most of the words from the Year 1 list	
I can read words with more than one syllable	
I can apply phonics and other strategies to decode unknown words	
I can read words with contractions	
Other	
I have completed Phase 5 of Letters and Sounds	
I have passed the phonics screener test	
I am reading books at turquoise or purple level or above	
I am reading books at orange level	
I use the punctuation to help with my understanding	

Below	Working Towards	At National Standard
0-17	18-24 All items in bold must be ticked off to be awarded W	25/25

Year 2	Achieved (✓) & Dated
1a: Draw on knowledge of vocabulary to understand texts	
<i>I can link what is read or heard to their own experiences</i>	
I can discuss and clarify word meanings, linking new meaning to known vocabulary	
<i>I can discuss my favourite words and phrases</i>	
<i>I can draw on what I know, background information and vocabulary to understand what I read</i>	
<i>I can check that the text makes sense as I read and self-correct</i>	
<i>I can explain my understanding texts read to me and those I read myself</i>	
<i>I can ask and answer questions about a text</i>	
<i>I can re-read books to build fluency and confidence</i>	
1b: Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	
<i>I am becoming familiar with key stories, fairy stories and traditional tales, re-telling them and considering their characteristics</i>	
<i>I can recognise simple recurring literary language in stories and poetry</i>	
I am building a repertoire of poems learnt by heart, appreciating and reciting them with intonation to make the meaning clear	
I can read non-fiction books that are structured in different ways	
1c: Identify and explain the sequence of events in texts	
I can discuss the sequence of events in books and how items of information are related	
1d: Make inferences from the text	
<i>I can make inferences on the basis of what is being said and done</i>	
1e: Predict what might happen on the basis of what has been read so far	
<i>I can predict what might happen on the basis of what has been read so far</i>	
Word Reading	
I can read most words containing common suffixes (Years one and two lists)	
<i>I can read most common exception words</i>	
<i>I can read words with two or more syllables</i>	
<i>I can read accurately and fluently without overt sounding and blending</i>	
<i>I can sound out most unfamiliar words accurately, without undue hesitation</i>	
I can read at over 90 words per minute	
Other	
I can read books at gold level or above	
<i>I can read books at purple level</i>	
<i>I know the grapheme-phoneme correspondence for all 40+ phonemes</i>	
<i>I have completed Phase 5 of letters and sounds</i>	

Below	Working Towards	At National Standard
0-16	18-23 All items in bold must be ticked off to be awarded W	25/25

Year 3	Achieved (✓) & Dated
2a: Give/explain meaning of words in context	
<i>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words</i>	
I can use a dictionary to check the meaning of words I have read	
I can check the text makes sense, discussing my understanding and explaining the meaning of words in context	
<i>Read words accurately and fluently without overt sounding and blending</i>	
<i>Re-read books to build fluency and confidence in word reading</i>	
2b: Retrieve and record information/identify key details from fiction and non-fiction	
I can re-tell stories orally	
I can retrieve and record information from non-fiction texts	
I can find the main ideas from more than one paragraph	
2c: Summarise main ideas from more than one paragraph	
I can identify the main ideas drawn from more than one paragraph and summarise these	
2d: Make inferences from the text/explain and justify inferences with evidence from the text	
I can draw inferences (character feelings, thoughts and motives from their actions)	
I can justify my inferences with evidence	
2e: Predict what might happen from details stated and implied	
I can predict what might happen from details stated and implied	
2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole	
I can read books that are structured in different ways and for different purposes	
2g: Identify/explain how meaning is enhanced through choice of words and phrases	
<i>I can discuss words and phrases that capture the reader's interest and imagination</i>	
<i>I can identify how language, structure, and presentation contribute to meaning</i>	
2h: Make comparisons within the text	
<i>I can discuss the sequence of events in books</i>	
I can discuss how items of information are related	
Other	
I can ask questions to improve my understanding	
I can participate in discussion about books that are read to me and those I read myself, taking turns and listening to others	
I can read books at lime level or above	
<i>I can read books at white level</i>	
<i>I can read at over 90 words per minute</i>	
<i>I can read all of the words from the Year 1 and Year 2 list by sight</i>	

Below	Working Towards	At National Standard
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Year 4		Achieved (✓) & Dated
2a: Give/explain meaning of words in context		
<i>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words</i>		
I can use a dictionary to check the meaning of words I have read		
<i>I can check the text makes sense, discussing my understanding and explaining the meaning of words in context</i>		
2b: Retrieve and record information/identify key details from fiction and non-fiction		
I can re-tell stories orally		
<i>I can retrieve and record information from non-fiction texts</i>		
<i>I can find the main ideas from more than one paragraph</i>		
2c: Summarise main ideas from more than one paragraph		
I can identify the main ideas drawn from more than one paragraph and summarise these		
2d: Make inferences from the text/explain and justify inferences with evidence from the text		
<i>I can draw inferences (character feelings, thoughts and motives from their actions)</i>		
<i>I can justify my inferences with evidence</i>		
2e: Predict what might happen from details stated and implied		
<i>I can predict what might happen from details stated and implied</i>		
2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole		
I can read books that are structured in different ways and for different purposes		
I can identify themes and conventions in a wide range of books		
2g: Identify/explain how meaning is enhanced through choice of words and phrases		
<i>I can discuss words and phrases that capture the reader's interest and imagination</i>		
<i>I can identify how language, structure, and presentation contribute to meaning</i>		
2h: Make comparisons within the text		
<i>I can discuss the sequence of events in books</i>		
I can discuss how items of information are related		
Other		
<i>I can ask questions to improve my understanding</i>		
I can participate in discussion about books that are read to me and those I read myself, taking turns and listening to others		
I can read books at brown level or above		
<i>I can read books at lime level</i>		
<i>I can read at over 90 words per minute</i>		
<i>I can read all of the words from the Year 1 and Year 2 list by sight</i>		
0-11	12-20	23/23
	All items in bold must be ticked off to be awarded W	

Year 5			Achieved (✓) & Dated
2a: Give/explain meaning of words in context			
<i>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words</i>			
<i>I can use a dictionary to check the meaning of words I have read</i>			
<i>I can check the text makes sense, discussing my understanding and exploring the meaning of words in context</i>			
Work out the meanings of words from the context			
2b: Retrieve and record information/identify key details from fiction and non-fiction			
<i>I can re-tell stories orally</i>			
<i>I can retrieve and record information from non-fiction texts</i>			
<i>I can find the main ideas from more than one paragraph</i>			
<i>I can distinguish between statements of fact and opinion</i>			
2c: Summarise main ideas from more than one paragraph			
<i>I can summarise the main ideas drawn from more than one paragraph identifying key details that support the main idea</i>			
2d: Make inferences from the text/explain and justify inferences with evidence from the text			
<i>I can draw inferences (character feelings, thoughts and motives from their actions)</i>			
<i>I can justify my inferences with evidence</i>			
<i>I can provide reasoned justifications for my views</i>			
2e: Predict what might happen from details stated and implied			
<i>I can predict what might happen from details stated and implied</i>			
2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole			
<i>I can read books that are structured in different ways and for different purposes</i>			
I can identify and discuss themes and conventions in a wide range of books			
2g: Identify/explain how meaning is enhanced through choice of words and phrases			
<i>I can discuss words and phrases that capture the reader's interest and imagination</i>			
<i>I can identify how language, structure, and presentation contribute to meaning</i>			
<i>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>			
2h: Make comparisons within the text			
<i>I can make comparisons within and across texts</i>			
I can discuss how items of information are related			
Other			
<i>I can ask questions to improve my understanding</i>			
<i>I can participate in discussion about books that are read to me and those I read myself, taking turns and listening to others</i>			
I can recommend books that I have read to my peers with reasons			
I can read books at brown level or above			
<i>I can read books at grey level</i>			
<i>I can read at over 90 words per minute</i>			
Below	Working Towards	At National Standard	
0-14	15-21 All items in bold must be ticked off to be awarded W	22/22	

Year 6			Achieved (✓) & Dated
2a: Give/explain meaning of words in context			
I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words			
I can use a dictionary to check the meaning of words I have read			
I can check the text makes sense, discussing my understanding and exploring the meaning of words in context			
2b: Retrieve and record information/identify key details from fiction and non-fiction			
I can re-tell stories orally			
I can retrieve and record information from non-fiction texts			
I can find the main ideas from more than one paragraph			
I can distinguish between statements of fact and opinion			
2c: Summarise main ideas from more than one paragraph			
I can summarise the main ideas drawn from more than one paragraph identifying key details that support the main idea			
2d: Make inferences from the text/explain and justify inferences with evidence from the text			
I can draw inferences (character feelings, thoughts and motives from their actions)			
I can justify my inferences with evidence			
I can provide reasoned justifications for my views			
2e: Predict what might happen from details stated and implied			
I can predict what might happen from details stated and implied			
2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole			
I can read books that are structured in different ways and for different purposes			
I can identify and discuss themes and conventions in a wide range of books			
2g: Identify/explain how meaning is enhanced through choice of words and phrases			
I can discuss words and phrases that capture the reader's interest and imagination			
I can identify how language, structure, and presentation contribute to meaning			
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
2h: Make comparisons within the text			
I can make comparisons within and across texts			
I can discuss how items of information are related			
Other			
I can ask questions to improve my understanding			
I can participate in discussion about books that are read to me and those I read myself, taking turns and listening to others			
I can recommend books that I have read to my peers with reasons			
I can read books at brown level or above			
I can read books at grey level			
Read age-appropriate books with confidence and fluency			
Below	Working Towards	At National Standard	
0-20	21-24 All items in bold must be ticked off to be awarded W	25/25	

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