

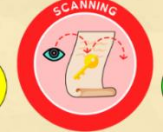



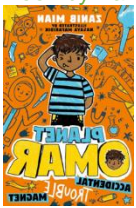
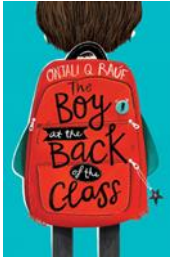


Autumn 1 Reading – Medium Term Plan – first 5 weeks of Read Master LTP

Year group and focus	Substantive knowledge – the stuff of Reading	Disciplinary knowledge – how Reading is studied.	Vocabulary	Text
<p>Retrieval 3 4 5 6</p>  <p>Question: Scale 1 Scale 2 Scale 3 Scale 4</p>	<p>I know: That retrieval is when you identify important information in a text needed to answer a question</p> <p>I will need to use the 5Ws to help me decide what type of information the question is asking for.</p> <p>To underline, match, check 5 Ws, read around and copy to help me retrieve and record.</p> <p>What a locator is</p> <p>My eyes start on the left, at the top and move from left to right on each line</p> <p>I need to scan for words beginning with the same letters until I find a match</p> <p>I scan from left to right searching for matching words only.</p> <p>That when I have found the matching words I read around until I have found the key information for my answer.</p>	<p>I know how to:</p> <p>Use the Think It, Find It, Explain in strategy to answer the question.</p>  <p>Scan to find the locator:</p>  <p>Find and copy to write the answer</p>  <p>Use the Umcracc strategy to retrieve and record:</p>  <p>Think carefully about the choice of language when identifying fact or opinion</p>  <p>Identify opinions by use of emotive words and that these can be positive or negative</p>	<p>Retrieve Scan Locator Match Think it Find it Explain it Find Copy Underline Who Where Why What When Check Read around</p>	<p>Planet Omar: Accidental Trouble Magnet Book by Zanib Mian</p>  <p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>  <p>Who Let the Gods Out? Book by Maz Evans</p>

Once I have found the information, I know I have to record my answer by copying what I see

That a fact is something that can't be proven

An opinion is a belief that can be positive or negative.

I can use taught retrieval strategies to help me spot an error.



Identify neutral language to recognise a fact:



Use content and meaning strategy to find errors.



Questions

Y3 -scale 1 questions

Strand A: Where can information be found? Scale 1 questions:

Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

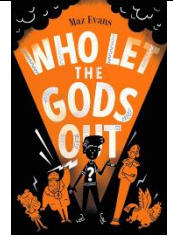
Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).

Strand C: How much work is needed to answer the question? Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.

Strand D: How easy is it to organise and present the answer? Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct. directed to the part of the text to find the answer. Only one word is required as an answer.

A short line is provided which further supports the pupil to only provide one answer.

Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question.



Wonder by Palacio.
R.J.







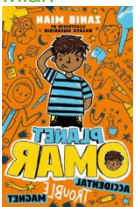
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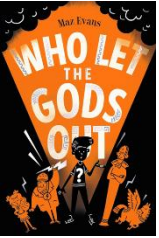

3&4

understand what they read, in books they can read independently, by: retrieve and record information from non-fiction asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying

		<p><u>Y4 – scale 2 questions with recap of scale 1</u> Strand A: Where can information be found? Scale 2 questions: Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response. Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs) Strand C: How much work is needed to answer the question? Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning. The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given. Strand D: How easy is it to organise and present the answer? Scale 2 – This question does indicate how many answers are required. The answer zone is deliberate. The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line) Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><u>Y5 -scale 3 questions with recap of scale 1 and 2</u> Strand A: Where can information be found? Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response. Strand B: What is the language like? Language not directly linked and needs to be interpreted. Strand C: How much work is needed to answer the question? Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found. Strand D: How easy is it to organise and present the answer? Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap. Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p>	<p>inferences with evidence</p> <p>5&6 understand what they read by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asking questions to improve their understanding <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> identifying how language, structure and presentation contribute to meaning <input type="checkbox"/> distinguish between statements of fact and opinion <input type="checkbox"/> retrieve, record and present information from non-fiction <input type="checkbox"/> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes
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		<p><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></p> <p>Strand A: Where can information be found? Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer. There is an overlapping of skills.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers. May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge. Within the answer choices, the language is complex with further technical references.</p>		<p>where necessary</p> <p><input type="checkbox"/> provide reasoned justifications for their view</p>
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
Summarising 3 4 5 6 	<p>I know: That summarising is a short retell of a text giving the key information or main idea</p> <p>That to summarise I will need to spot information in each sentence or paragraph</p> <p>I will need to use my own words to help the key details make sense</p>	<p>I know how to: Use the SOS strategy to help me summarise</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Strike off to help me find the significant information:</p>	Summarise Retell Own words Synonym Skim What Who Where When Why Strike off Replace Action	<p>Planet Omar: Accidental Trouble Magnet Book by Zanib Mian</p> 

<p>Question:</p> <p>Scale 1</p> <p>Scale 2</p> <p>Scale 3</p> <p>Scale 4</p>	<p>I will retell the main points in the shortest answer possible using synonyms.</p> <p>That to skim we do a light quick read (from top left to right) skipping over extra details to pick up main points.</p> <p>That key information is what, who, where, when and why</p> <p>That I strike off any irrelevant information to help me summarise</p>	<div data-bbox="730 193 1070 523"> </div> <p>Skim to find significant information</p> <div data-bbox="730 587 1025 839"> </div> <p>Replace the words to retell the main points when summarising:</p> <div data-bbox="757 903 994 1142"> </div> <p>Check what the text is telling the reader by identifying if is an event (action) or feeling.</p>	<p>Feeling</p>	<p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>  <p>Who Let the Gods Out? Book by Maz Evans</p>  <p>Wonder by Palacio. R.J.</p> 
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Questions

Y3 -scale 1 questions

Strand A: Where can information be found? Scale 1 questions:

Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).

Strand C: How much work is needed to answer the question? Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.

Strand D: How easy is it to organise and present the answer? Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct. directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.

Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question.

Y4 – scale 2 questions with recap of scale 1

Strand A: Where can information be found? Scale 2 questions:

Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.

Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)

Strand C: How much work is needed to answer the question? Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning.

The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.

Strand D: How easy is it to organise and present the answer? Scale 2 – This question does indicate how many answers are required. The answer zone is deliberate.

The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)

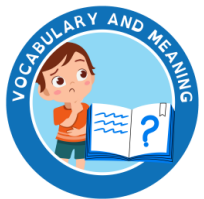


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3&4

identifying themes and conventions in a wide range of books
asking questions to improve their understanding of a text
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
identifying main ideas drawn from more than one paragraph and summarising these
identifying how language, structure, and presentation contribute to meaning
retrieve and record information from non-fiction

		<p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p>Y5 -scale 3 questions with recap of scale 1 and 2</p> <p>Strand A: Where can information be found? Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p>Y6 -scale 4 questions with recap of scale 1, 2 and 3</p> <p>Strand A: Where can information be found? Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer. There is an overlapping of skills.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers. May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>5&6 asking questions to improve their understanding □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas □ identifying how language, structure and presentation contribute to meaning explain and discuss their understanding of what they have</p>
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		<p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge.</p> <p>Within the answer choices, the language is complex with further technical references.</p>		<p>read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p><input type="checkbox"/> provide reasoned justifications for their views</p>
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Vocabulary</p> <p>3 4 5 6</p>  <p>Question:</p>	<p>I know:</p> <p>A root word is the most basic form of a word that can be changed by adding a prefix or a suffix</p> <p>There might be more than one word within a word (for example pathway)</p> <p>When faced with a word that is 'strange' or a known word used differently I can read around the word to clarify meaning.</p>	<p>I know how to:</p> <p>Use the 3R strategy to find the meaning of words:</p>  <p>Use the open and closed sandwich strategy to read around the word:</p>	<p>Root word Read around Replace Prefix Suffix Synonym Open Close Sense</p>	<p>Planet Omar: Accidental Trouble Magnet Book by Zanib Mian</p>  <p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>

Scale 1

Scale 2

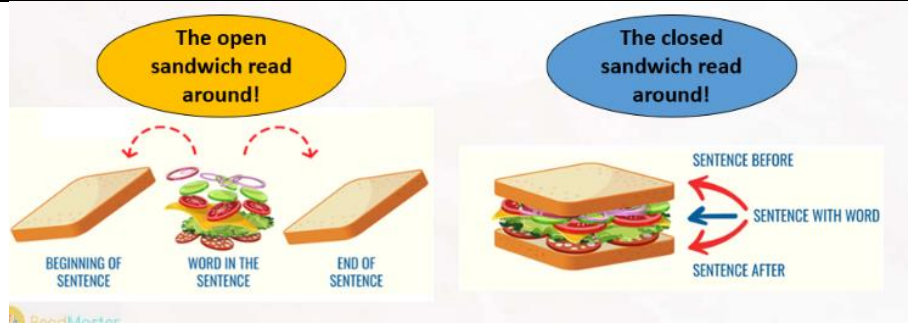
Scale 3

Scale 4

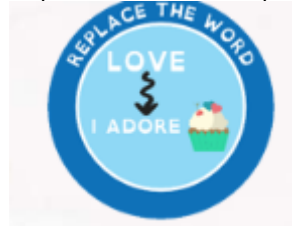
A synonym is word that means exactly or nearly the same as another word

To replace a word I will first need to skim to find the original word.

I will need to replace the word with another and re-read to check if it makes sense.



Replace the word to help me identify the meaning of a word.



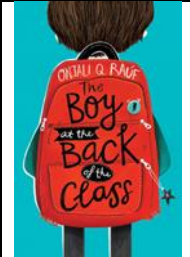
Questions

Y3 -scale 1 questions

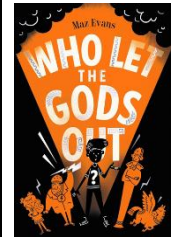
Strand A: Where can information be found? Scale 1 questions:

Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).



Who Let the Gods Out? Book by Maz Evans



Wonder by Palacio. R.J.



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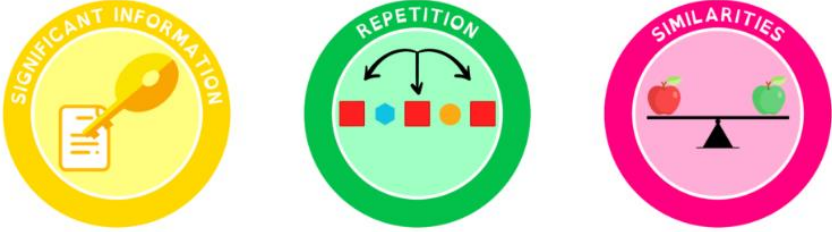
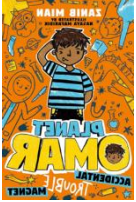
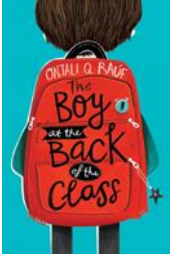
3&4

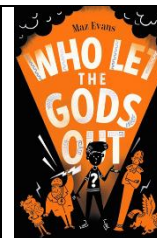
checking that the text makes sense to them, discussing their understanding and

		<p>Strand C: How much work is needed to answer the question? Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct. directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question.</p> <p>Y4 – scale 2 questions with recap of scale 1</p> <p>Strand A: Where can information be found? Scale 2 questions: Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.</p> <p>Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)</p> <p>Strand C: How much work is needed to answer the question? Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text</p> <p>The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning.</p> <p>The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 2 – This question does indicate how many answers are required. The answer zone is deliberate.</p> <p>The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p>Y5 -scale 3 questions with recap of scale 1 and 2</p> <p>Strand A: Where can information be found? Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and</p>	<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> <input type="checkbox"/> asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning <p>5&6</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p>
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		<p>simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></p> <p>Strand A: Where can information be found? Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer. There is an overlapping of skills.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers. May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge. Within the answer choices, the language is complex with further technical references.</p>		<p>identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
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<p>Comparison 3 4 5 6</p>  <p>Question: Scale 1 Scale 2 Scale 3 Scale 4</p>	<p>I know: When comparing I am looking for similar key details across texts</p> <p>Similar means alike but not necessarily the same</p> <p>Significant information is key details in the texts, like characters, events and settings</p> <p>Key information is what, who, where, when and why</p> <p>When looking for similarities I will need to look for events or descriptions that repeat across texts</p>	<p>I know how to: Use the SRS approach to help make a comparison between 2 texts</p>  <p>Write the main similarities using my own words.</p>	<p>Compare Similar Similarities Alike Detail Descriptions Significant information Repetition</p>	<p>FOR THIS OBJECTIVE TEACHERS MAY WANT TO COMPARE TEXTS READ DURING STORY TIME SESSIONS</p> <p>Planet Omar: Accidental Trouble Magnet Book by Zanib Mian</p>  <p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>  <p>Who Let the Gods Out? Book by Maz Evans</p>
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Wonder by Palacio. R.J.



NC link

3&4

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Identifying themes and conventions in a wide range of books

5&6

identifying and discussing themes and conventions in and across a wide range of writing

Questions

Y3 -scale 1 questions

Strand A: Where can information be found? Scale 1 questions: Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).

Strand C: How much work is needed to answer the question? Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.

Strand D: How easy is it to organise and present the answer? Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct, directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.

Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question.

Y4 – scale 2 questions with recap of scale 1

Strand A: Where can information be found? Scale 2 questions: Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.

		<p>Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)</p> <p>Strand C: How much work is needed to answer the question? Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text</p> <p>The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning.</p> <p>The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 2 – This question does indicate how many answers are required.The answer zone is deliberate.</p> <p>The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></p> <p>Strand A: Where can information be found? Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></p> <p>Strand A: Where can information be found? Scale 4 questions:</p>	<p><input type="checkbox"/> making comparisons within and across books</p>
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