



Reading Plus Anchor Skills	Reading Plus Subskills	UK Standards
<b>1. Close Reading</b>		Includes: Retrieval, Inference and Summarising (2B, 2D, 2C)
	A. Recalling explicit details	
	• Identifying explicit details	<b>2b Retrieval</b>
	• Identifying speaker and character details	<b>2b</b>
	• Identifying setting details	<b>2b</b>
	B. Analysing implicit details	
	• Making inferences	<b>2d Inference</b>
	• Drawing conclusions	<b>2c Summarising</b>
<b>2. Main Idea and Themes</b>		Includes: Summarising
	A. Determining the main idea and themes	<b>2c</b>
	B. Determining relative importance	<b>2b</b>
	C. Summarising	<b>2c</b>
<b>3. Interaction of Ideas</b>		Includes: Authors choice, Prediction and Examines relationship in the content (identify/explain how information/narrative is related and contributes to meaning as a whole)
	A. Predicting outcomes	<b>2e Prediction</b>
	B. Analysing setting/ plot/ character	<b>2f Relationship of ideas within a text to contribute to overall meaning</b>
	C. Analysing cause and effect	<b>2g Recognising author's intent</b>
<b>4. Use of Language</b>		Includes: Vocabulary and Authors Choice
	A. Interpreting word meaning	<b>2a Vocabulary</b>
	• Interpreting word meaning definitions	<b>2a</b>
	• Interpreting word meaning figurative language	<b>2a</b>
<b>5. Structure</b>		Includes: Relationships in content (identify/explain how information/narrative relates and contributes to meaning as a whole) & summarising
	A. Examining text structure	<b>2f, 2h</b>
	B. Examining sequence	<b>2f, 2b</b>
	C. Genre	

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<b>6. Point of View</b>		Includes: Authors Choice
	A. Recognising authors purpose	<b>2g</b>
	B. Recognising persuasion	
	• Recognising persuasive devises	<b>2g, 2b, 2d</b>
	• Recognising slant and bias	<b>2g, 2b, 2d</b>
	• Recognising fact and opinion	<b>2g, 2b, 2d</b>
<b>7. Imaging Scaffolds</b>		Includes: Summarising
	A. Interpreting images and maps	<b>2f</b>
<b>8. Reasoning and Rhetoric</b>		Includes: Relationships between content (identify/explain how information/ narrative is related and contributes to meaning as a whole)
	A. Judging Validity	<b>2d, 2b</b>
	B. Reasoning	<b>2d</b>
<b>9. Comparative Reading</b>		Includes: Comparison
	A. Comparing and contrasting	<b>2h Compare and Contrast</b>
	B. Classifying	<b>2h</b>

KS2 Reading Content Domain	Percentage of marks on 2023 Reading Paper	Percentage range in the 'KS2 English Reading Test Framework'
2a Give/explain the meaning of words in context	<b>10%</b>	<b>10-20%</b>
2b Retrieve and record information/ identify key details from fiction and non- fiction	<b>38%</b>	<b>16-50%</b>
2c Summarise main ideas from more than one paragraph	<b>4%</b>	<b>2-12%</b>
2d Make inferences from text/ explain and justify inferences with evidence from the text	<b>44%</b>	<b>16-50%</b>
2e Predict what might happen from details stated and implied	<b>2%</b>	<b>0-6%</b>
2f Identify/ explain how information/ narrative content is related and contributes to meaning as a whole	<b>2%</b>	<b>0-6%</b>
2g Identify/ explain how meaning is enhanced through choice of words and phrases	<b>0%</b>	<b>0-6%</b>
2h Make comparisons within the text	<b>0%</b>	<b>0-6%</b>

## Analysis of 2022 SATs

- The current Y7 is the first cohort to take the Reading SATs since 2019 (current Y10).
- Text 3 on the 2022 SATs was the longest (for the first time since the tests were overhauled, so teachers may not have considered this examination structure) and had both 3-mark inference questions. If pupils were not fluent / lacked stamina, they may not have made enough marks on P1 and P2 to score EXP.
- Text 3 contained tricky vocabulary such as wainscot, grave (as an adjective), pallor, fluted, and ceased.