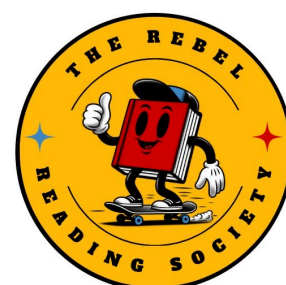


Reading Domains Breakdown

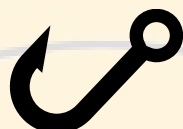
Reading Domain	Context (skill)
2a	Give or explain the meaning of words in context (vocabulary and meaning)
2b	Retrieve and record information or identify key details from fiction and non-fiction (retrieval)
2c	Summarise the main ideas from more than one paragraph (summarising)
2d	Make inferences from the text or explain and justify inferences with evidence from the text (inference and justification)
2e	Predict what might happen from details stated and implied in the text (prediction)
2f	Identify or explain how information or narrative content is related and contributes to meaning as a whole (content and meaning)
2g	Identify or explain how meaning is enhanced through choice of words and phrases (authorial intent – choice of language and intent)
2h	Make comparisons within the text (comparison)

Each cognitive domain features at the end of KS2 Standard and Testing Agency (SATs) tests. Each domain has varying degrees of mark allocation. As a rough guide, vocabulary and meaning can hold up to 20% of marks, retrieval and inference can hold up to 50% of marks and summarising can be up to 12% of marks allocated in the text. The other cognitive domains are around 6% each, but we are strong believers that all domains should be taught well and not in isolation. This will avoid teaching to a test and will ensure children are life-long, engaged readers.



Rebel Reading Symbols

These symbols are used to keep our resources sleek and refined, allowing for less text on the page. Over time, these symbols will become an every day part of your practice.



engage the reader



check for understanding



**Oracy: 'Turn and Talk'
'I say, you say'**



additional stretch



scaffold to support all learners



SATs application

