

### Key

#### Ideas for Guided Reading Bullet:

GS = Getting Started;  
RR = Reading and Responding;  
RTB = Returning to the book

#### APP Assessment Focus:

R = Reading;  
SL = Speaking and Listening;  
W = Writing

## Assessment Examples

Purple/Band 8					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
<i>Star Boy's Surprise</i> Jana Hunter	GS2	retrieve information from the text	Children can comment on the relationship between Star Boy and Ace pp.4-5, e.g. <i>Ace does everything with Star Boy; they are friends</i>	Children describe the events on pp.4-5, e.g. <i>Star Boy and Ace did everything together; Ace raced with him</i>	R3/R2
	RR1	read with fluency and expression	Children read independently taking account of a range of punctuation, e.g. commas, dashes, ellipses	Children show some awareness of punctuation, e.g. full stops	R1
	RR2	use a range of strategies to tackle unfamiliar words	Children use a range of strategies, e.g. blending, picture cues, use of sentence grammar, graphic information and contextual understanding to decode unfamiliar words with success, e.g. <i>surprise, sparkly, twinkle</i>	Children use blending as the prime approach to decode unfamiliar words. They may need support to use other strategies, e.g. contextual information, sentence grammar	R1

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	RR3	read speech with understanding and expression	Children read speech bubbles and direct speech. They recognise speech punctuation and adopt different voices for Star Boy, Space Girl and the robots	Children need support to read speech with expression	R1
	RTB3	identify the effect of the text on the author	Children recognise that the author has used questions to interest the reader on p.8, e.g. <i>How could a robot surprise a boy?</i>	Children state their preferences, e.g. <i>I like the pictures</i>	R6
<i>Chicken Licken</i> Jeremy Strong	GS2	retrieve information from the book	Children can read the front and back covers. They can describe why Chicken Licken thinks the sky is falling down, e.g. <i>he is hit on the head by an acorn</i>	Children describe what they can see on the covers, e.g. <i>there is a chicken and a fox</i>	R2
	GS3	children comment on features of words	Children notice that <i>Chicken Licken</i> rhymes. They know that word play can be a feature of a traditional story	Children notice that <i>Chicken Licken</i> rhymes; they spot that they both contain the digraph <i>ck</i>	R5
	RR1	read speech with understanding and expression	Children read direct speech and recognise speech punctuation. They notice typographical effects, e.g. bold text and different fonts. They adopt different voices for different characters	Children notice different typographical effects but need support to read speech with expression	R1

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	RR5	make predictions based on reading and understanding	Children read to p.15. They predict that the animals might meet another character based on the pattern of the story, or a fox, based on the blurb	Children make predictions that do not follow the pattern of the text, e.g. they meet a dog	R2
	RTB3	recount information from the text	Children can read the timeline on pp.22-23. They can use this to recount the story, adding information from the text	Children identify key characters and recall some events using the timeline on pp.22-23	R2
<i>Hector and the Cello</i> Ros Asquith	GS4	discuss what the story may be about	Children can read the front and back covers. They can describe that Hector wants to play the cello and needs someone to teach him	Children describe what they see on the covers	R2
	RR2	use a range of strategies to tackle unfamiliar words	Children use a range of strategies, e.g. blending, picture cues, use of sentence grammar, graphic information and contextual understanding to read for meaning, e.g. <i>tramped</i> , <i>slithery</i> , <i>lyrebird</i>	Children use blending as the prime approach to decode unfamiliar words. They may need support to use other strategies, e.g. contextual information, sentence grammar	R1
	RTB1	interpret what each character is like	Children can describe each character's personality and create a voice for them, e.g. <i>the lion is mean and scary</i>	The children describe what they can see on the covers; they may need help to read and identify the <i>cello</i>	R2

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	RTB4	interpret information from the text	Using pp.21-22, children identify that the lion's mane is the harp strings; the snake's skin makes the drum	Children need help to notice that the instruments are made from the animals' bodies	R3
	RTB5	retell the story in their own words	Using the information on pp.22-23, children recount the story in story language, adding information of their own, e.g. <i>Hector was a happy hippo who wanted to play the cello</i>	Children describe what they can see in each picture. They need help to use story language	R2/R3
<i>Buzz and Bingo in the Monster Maze</i> Alan Durant	GS2	discuss what the story may be about	Children can read the front and back covers. They can describe that Buzz and Bingo will meet lots of scary characters in the maze and they may get lost	Children describe what they see on the covers, e.g. <i>there is a vampire</i>	R2
	GS3	understand information in the text	As they read, children can discuss the characters that Buzz and Bingo meet, and predict what might happen next, e.g. <i>they meet a vampire who will try to suck their blood!</i> p.5	As they read, children can describe what they see, e.g. <i>there is a vampire; Bingo looks scared</i>	R2
	RR2	interpret information from the text	Children can answer simple questions about what they have read, e.g. <i>Who was frightened in the story? Are the monsters scary?</i>	Children need help to answer simple questions. They need prompting, e.g. <i>Do you think that the monsters were scary? Why?</i>	R3

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	RR3	recount the events using a story map	Children can interpret the story map. They follow the pictures in order and recount the story at each stage	Children need help to interpret the story map, e.g. they need to be shown where to begin and how to follow the arrows	R2/3
	RTB2	discuss what they have read about	Children can discuss the characters in each story and can begin to describe them, e.g. <i>the troll is clumsy; he has a long nose; he is friendly</i>	Children need help to describe the characters	R2
<i>Pet Detectives: Tortoise Trouble</i> Jana Hunter	GS3	recognise different types of punctuation	Children read the blurb. They identify and use the punctuation used: full stop and exclamation mark. They discuss how punctuation affects their reading	Children read the blurb. They do not know how to alter their reading in response to the exclamation mark	R1
	RR1	use a range of strategies to tackle unfamiliar words	Children use a range of strategies, e.g. blending, picture cues, use of sentence grammar, graphic information and contextual understanding to read for meaning pp.2-3 <i>crime, detective, trouble</i>	Children use blending as the prime approach to decode unfamiliar words. They may need support to use other strategies, e.g. contextual information, sentence grammar	R1
	RR2	read silently and for meaning	Children can read to p.18 independently. They try to solve the mystery and discuss their ideas, e.g. <i>rocket may be hiding on the rockery</i>	Children need support to read extended texts for meaning. They may lose track of the story	R1/R2

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	RR3	read aloud with fluency and expression	Children read independently taking account of a range of punctuation, e.g. speech punctuation, commas, exclamation marks, ellipsis. They vary their voices in response to their reading	Children show some awareness of punctuation, e.g. pausing at full stops. They do not always vary their voice in response to their reading	R1
	RTB2	interpret information from the story	Children can read the information and relate the notes on p.23 to the picture on p.22. They can discuss which of the items are most useful to a pet detective, e.g. <i>a magnifying glass can be used to look at the tortoise close up</i>	Children describe what they can see in the picture, e.g. <i>there is a magnifying glass in his pocket</i>	R3
<i>The Pot of Gold</i> Julia Donaldson	GS1	interpret information from the text	Children can describe the characters on the front cover and list a range of adjectives to describe them, e.g. <i>cross, grumpy, sulky, mean</i>	Children need help to describe the characters on the front cover	R2/3
	GS2	discuss what the story may be about	Children can read the front and back covers. They can use this information to predict what may happen in the story, e.g. <i>Sandy and Bonny will get rich and become happy</i>	Children describe what they see on the covers, e.g. <i>they may get some gold</i>	R2

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	RR1	read aloud with fluency and expression	Children read independently taking account of a range of punctuation, e.g. speech punctuation, commas, exclamation marks, ellipsis. They vary their voices in response to their reading	Children show some awareness of punctuation, e.g. pausing at full stops. They do not always vary their voice in response to their reading	R1
	RR3	discuss the events of the story	Children can pause at p.5 and discuss what has happened. They understand that Sandy and Bonny are mean and always arguing but that they change when the man offers them money	Children need prompting to understand the characters' behaviour	R2/3
	RTB3	discuss the meaning of the story	Children can answer questions about the story, e.g. <i>Why couldn't Sandy and Bonny find the gold? Because they were mean and nasty, even when they had been so lucky</i>	Children need help to understand the meaning of the story and to relate one event to another, e.g. <i>the children lose the gold because they are rude to the little man</i>	R3
<i>Twinkle, Twinkle, Firefly</i> John Agard and Grace Nichols	GS2	use a range of strategies to tackle unfamiliar words	Children use a range of strategies, e.g. blending, picture cues, use of sentence grammar, graphic information and contextual understanding to read for meaning, p.13 <i>down-pouring</i>	Children use blending as the prime approach to decode unfamiliar words. They may need support to use other strategies, e.g. contextual information, sentence grammar	R1

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
	GS3	express an opinion about what they have read	Children select a poem title which appeals to them and explain why, e.g. <i>Where does laughter begin?... because I want to know the answer</i>	Children need help to justify their preferences	R6
	RR4	read aloud with fluency and expression	Children notice the special language features within the poem and attend to the rhythm and rhyme when reading	Children need help to emphasise all the key rhymes and rhythms when reading aloud	R5
	RTB2	children prepare a performance of a poem	Children choose voices and discuss the mood of a poem when preparing for performance, e.g. <i>animal voices for the poem 'What a shame...'</i>	Children need help to choose voices and read in a happy or sad voice	SL3
	RTB4	retrieve information from the text	Children read the poem extracts on pp.22-23. They are able to locate the poems in the book and match the extract with the whole poem	Children need help to find the poem extracts on pp.22-23 in the book	R2



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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
<i>If</i> Mij Kelly	RR2	retrieve information from the poem	Children can identify the different events in each verse on pp.2–3, e.g. there are four events in total	Children need support to identify the four separate events in the two verses	R2
	RR3	read with fluency and expression	Children read the poem aloud using punctuation, e.g. ellipsis, speech marks, commas, to read with appropriate expression and demonstrate understanding	Children recognise some punctuation, but do not always use it when reading aloud	R1/SL1
	RTB3	explain the effect the poem has on them	Children can choose a favourite verse and explain why they like it to the group, e.g. <i>The verse on p.4 reminds me of our playground, where children are like monsters sometimes</i>	Children describe the information in a verse without relating it to their own lives	R6/SL1
	RTB4	interpret information from the poem	Children can suggest what they think is the message of the poem	Children need support to understand that the poem contains advice	R3
	CMO1	engage in imaginative play based upon their reading	Children can participate in a freeze frame depicting the events in a verse	Children need help to contribute to a freeze frame	R3/SL3

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Fiction</b>					
<i>Harry the Clever Spider on Holiday</i> Julia Jarman	GS3	use phonic knowledge and a variety of strategies to read for meaning	Children can use knowledge of compound words, along with blending, to read unfamiliar words from the interest word list	Children over-rely on blending as a prime approach	R1
	RR2	interpret information from the text	Children can describe how Harry feels when he hears he is being left behind (pp.2–3), e.g. <i>He feels left out and miserable</i>	Children show some awareness of how Harry might feel, e.g. sad	R3
	RR4	read with fluency and expression	Children read the story aloud, using speech punctuation and understanding to read with appropriate expression	Children recognize some punctuation, but do not always use it when reading aloud	R1/SL1
	RTB3	make simple inferences and deductions	Children understand that the suitcase is stolen because the robbers saw the necklace being put into it	Children need support to understand what led to the theft of the suitcase	R3
	RTB4	take on roles based upon their reading	Children can adopt the role of Harry in the hot seat and answer questions about events in the story	Children need help to imagine Harry's answers to questions	R3/SL3

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
<i>Let's Go To Mars</i> Janice Marriott	GS2	distinguish between information and storybooks	Children identify that the book contains facts and recognise some features of information books, e.g. p.3 shows a diagram of the solar system	Children need support to name features of non-fiction books, e.g. <i>diagrams, labels</i>	R7
	RR1	use a range of strategies to read for meaning	Children can read a range of key words on sight and use blending, picture cues, and contextual understanding to decode unfamiliar words, e.g. <i>entertainment, parachute</i>	Children read high frequency words on sight and use blending as the prime approach. They may need support to successfully decode new words	R1
	RR2	read with fluency and expression	Children read independently taking account of a range of punctuation, e.g. commas, dashes, ellipses	Children show some awareness of punctuation, e.g. pausing at full stops	R1
	RR4	use the glossary to deepen their understanding	Children can use the picture glossary to explain concepts and ideas, e.g. <i>orbiting means to go in a circle around something</i> . They can find the relevant section in the book	Children can answer questions about the picture glossary. They need help to relate the glossary concepts to the book	R2
	RTB1	use the contents to retrieve information	Children have a clear idea of how to find information using contents, e.g. they turn to p.17 when you ask them what uniforms space travellers have	Children can find exact matches of information using the contents, e.g. they turn to p.11 when asked to find out about spaceships	R2

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
<i>Living Dinosaurs</i> Jonathan and Angela Scott	GS1	identify text types	Children skim through the book and know that this book is a report, e.g. <i>it tells us about crocodiles and monitor lizards; it tells us information about how crocodiles live</i>	Children know it is a book about crocodiles, but are not aware of the text type, e.g. <i>it is about crocodiles; they are crocodiles</i>	R7
	GS3	describe information from books, making reference to the text	Children use the pictures and text to describe the crocodiles and their behaviour, e.g. p.3 <i>they have tiny eyes; they have spiny skin; they attack their prey</i>	Children make simple observations using the pictures, e.g. <i>they have sharp teeth</i>	R2
	RR1	use a range of strategies to read for meaning	Children can read a range of key words on sight and use blending, picture cues, and contextual understanding to decode unfamiliar words with success, e.g. <i>alligator, scavengers</i>	Children read high frequency words on sight and use blending as the prime approach. They may need support to successfully decode new words	R1
	RTB1	recount information from the text	Children can describe what the book is about, recalling the main information using the fact chart on pp.22-23	Children recall some key information using pictures for support	R2
	RTB3	review the book	Children can make simple statements about the value of the book, e.g. <i>I think it is a good book because it sets out information clearly</i>	Children can make simple statements about the book linked to their own preferences, e.g. <i>I like the book because I like crocodiles</i>	R6

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
<i>Were They Real?</i> Scoular Anderson	GS2	use the contents to retrieve information	Children have a clear idea of how to find information using contents, e.g. they turn to p.9 to find out about Robin Hood; they know that this section will provide information about him	Children can find exact matches of information using the contents, e.g. they know that the words Robin Hood will appear on p.9	R2
	RR1	use a range of strategies to read for meaning	Children can read a range of key words on sight and use blending, picture cues, and contextual understanding to decode unfamiliar words with success, e.g. <i>thousand, victory, captured</i>	Children read high frequency words on sight and use blending as the prime approach. They may need support to successfully decode new words	R1
	RR3	use the glossary to deepen their understanding	Children can find the emboldened words in the text. They know that these words are explained in the glossary and can find them, e.g. <i>bloodthirsty</i> p.18	Children can read the entries in the glossary. They need help to relate the glossary concepts to the book's contents	R2
	RTB1	interpret information from the text	Children can prepare questions to ask a character based on their reading, e.g. to Pocahontas: <i>Why did the braves want to kill John Smith?</i>	Children need help to create questions about the characters in the book	R3

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
	RTB2	evaluate the book	Children can make simple statements about the content of the book, e.g. <i>I think it is a good book because it is interesting; I like finding out about the characters and guessing whether the facts are true</i>	Children can make simple statements about the book linked to their own preferences, e.g. <i>I like the book because I know about pirates</i>	
<i>Unusual Traditions</i> John McIlwain	GS2	children notice some features of a non-chronological report	Children identify that the book is structured using headings, boxes, captions in italics and photographs	Children identify that this is not a story. They need help to notice all the features listed	R4
	GS4	use a range of strategies to read for meaning	Children know and use a range of strategies to decode new and tricky words, e.g. use of blending, picture cues, patterned text, graphic information and contextual understanding, e.g. <i>tradition, handkerchiefs</i>	Children need support to successfully decode tricky words using all the available strategies. They over-rely on picture and phonic cues	R1
	RR2	read aloud with fluency and expression	Children read aloud independently taking account of a range of punctuation, e.g. commas, dashes, ellipses. They self-correct when errors are made	Children show some awareness of punctuation, e.g. pausing at full stops. They do not always notice when errors are made	R1
	RR3	recount information from reading	Children can use pp.22-23 to discuss which traditions happen where in the world, e.g. <i>human towers are where people stand on top of each other</i>	Children recall some main traditions in response to questioning	R2

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
	RTB1	choose a favourite section and read it aloud	Children skim through the text to locate information which they find interesting. They can say what they like about it, e.g. <i>I like the Haka because I like rugby</i>	Children locate a favourite section and need some support to justify their choice	R2/R6
<i>Pacific Island Scrapbook</i> Andy and Angie Belcher	GS4	distinguish between information and storybooks	Children identify that the book contains facts and recognise some features of information books, e.g. p.3 shows a photographs with labels; the text describes Vanuatu	Children need support to name features of non-fiction books, e.g. <i>labelled photographs</i>	R7
	RR1	use contents to retrieve information	Children can scan the contents and know whether they will be able to find answers to their questions	Children need help to decide whether contents will be useful and help to find answers	R2
	RR2	know how to approach reading information books	Children know that you do not have to read information books from the beginning, and that you can select information from the contents in any order	Children read information books from the beginning and need help to make selections	R2/R4
	RR5	use the glossary to deepen their understanding	Children can find the emboldened words in the text. They know that these words are explained in the glossary and can find them, e.g. <i>souvenirs</i> p.5	Children can read the entries in the glossary. They need help to relate the glossary concepts to the book's contents	R2
	RTB1	recount information from the text	Children can share facts from reading and explain where they	Children can say what they have read but need help to find the book	R2

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
			found the information by making reference to the section, e.g. <i>pointing to the photograph of land diving p.12</i>		
<i>Inside the Puppet Theatre</i> Claire Llewellyn and Veronique Leplat	GS3	interpret information from the text	Children can discuss the puppet on the front cover's character, e.g. <i>I think he is a naughty puppet because he has a cheeky face</i>	Children describe the puppet, e.g. <i>he has a red nose</i>	R3
	GS5	use the contents to select information	Children can select a topic that interests them and turn to the page listed, e.g. <i>Making a puppet p.12</i>	Children need help to choose from the contents and turn to the correct place	R2
	RR1	distinguish between information and story books	Children notice some features of information books and how they are organised, e.g. pp.2-3 shows photographs with labels; text that describes what a puppeteer does	Children need support to name features of non fiction books, e.g. <i>labelled photographs</i>	R7/ R4
	RTB3	retrieve information from the text	Using pp.22-23, children can describe what happens in each of the places featured, e.g. <i>the box office is where tickets are sold</i>	Children describe what they see on pp.22-23	R2
	RTB4	make deductions based on their reading	Children create questions that they would like to ask Ronnie	Children need help to deduce what they know and what they would like to know	R3



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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
<i>How to Draw Cartoons</i> Ros Asquith	GS2	summarise the book's contents	Using pp.22-23, children can discuss what the book will be about, e.g. they notice the stages involved in cartoon drawing	Children need help to read pp.22-23 and recognise that stages are being described	R2
	GS3	recognise that the book needs to be read in order	Children understand that because the text contains instructions, it needs to be read in order from beginning to end	Children do not understand the features of instructional texts, e.g. numbered stages	R4
	RR2	use a range of strategies to read for meaning	Children know and use a range of strategies to decode new and tricky words, e.g. use of blending, picture cues, patterned text, graphic information and contextual understanding <i>characters</i> p.9; <i>punchline</i> p.17	Children need support to successfully decode tricky words using all the available strategies. They over-rely on picture and phonic cues	R1
	RR4	evaluate the book	Children can make simple statements about the content of the book, e.g. <i>I think the instructions to make a strip cartoon are easy to follow</i>	Children can make simple statements about the book linked to their own preferences, e.g. <i>I like the pictures of the hamster</i>	R6
	RTB1	children can recount information	Children can describe the sequence of drawing a cartoon. They refer to pp.22-23 to help them, and to the main body of the book	Children need help to describe all the key points in the sequence. They may remember main ideas out of order, e.g. <i>you need to think of a character</i>	R2

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
<i>The Digestive System</i> Harriet Blackford	GS1	use phonic knowledge and strategies	Children can use knowledge of familiar word endings to read longer words fluently, e.g. <i>digestive</i>	Children over-rely on blending as a prime approach	R1
	GS3	recognise features of information texts	Children notice how this book is organised, including the use of questions to introduce the topic and a recount of the food's journey. They know what a glossary and index is, and how to use them	Children are aware that this is an information book	R4
	RR2	recount information from reading	Children can recount the main information found on pp.4–5, giving specific detail, e.g. that food gives us energy	Children recount some simple information without giving specific detail from reading	R2
	RR3	recognise how information texts are organized	Children can notice a range of features that are used to organise information, e.g. labels, diagrams, emboldened glossary words	Children show some awareness of simple information text features, e.g. labels	R4
	RTB3	interpret information from the text	Children can explain to the group what a diagram shows, and provide key facts about the organ they are describing	Children read the labels for the diagram without interpreting it	R3/SL1

## Purple/Band 8

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 2	Example response NC level 1+	Assessment focuses
<b>Non-fiction</b>					
<i>Captain Scott: Journey to the South Pole</i> Adrian Bradbury	GS3	retrieve information from the text	Children can retrieve information from the front cover and make deductions about Captain Scott's journey, e.g. <i>He wore clothes made from animal fur to keep warm</i>	Children describe what they see and answer simple questions about the information, e.g. <i>Where is the South Pole? What is it like there?</i>	R2/R3
	GS4	recognise how information texts are organized	Children notice how this book is organised, including the use of a contents page to organize each stage of Scott's journey and the events that happened	Children are aware that this is an information book	R4
	RR1	use phonic knowledge and strategies	Children can use phonics and the ability to blend/recognize familiar word parts to read the word <i>a-n-t- a-r-c-t-i-c-a/ant-arc-tic-a</i>	Children need help to blend longer words	R1
	RTB1	recount information from reading	Using the timeline on pp.22–23, children can read and reconstruct the main events in Scott's story, from Base Camp to the South Pole and back again	Children need support to follow the timeline and recount the main events	R2
	RTB4	interpret information from the text	Children can explain whether they believe that Scott was a hero, based upon facts from reading, giving reasons in their own words	Children describe whether they think Scott was a hero, but need help to give reasons	R3/SL1