

Marking and next steps

Secondary learners revising reading and writing foundations with optional teacher support

Keep this guide separate from the student pages. Accept equivalent correct wording and methods. Discuss the reasoning before repeating a task.

1. Each reading question is worth 1 point. There are 16 reading questions: 4 in the starting check, 4 on each practice page and 4 in the exit check.
2. Accept equivalent correct wording. Where the prompt asks for an inference and evidence, both must be present for the point. A reasonable inference with different valid text evidence is acceptable.
3. Each paragraph task is worth 4 points, with one point for each stated criterion. The two paragraphs are worth 8 points in total. The complete pack therefore contains 24 available points, but separate skill records are more useful than the combined total.
4. For each paragraph, award one point for completing its specific content goal; one for a clear opening followed by logically ordered supporting ideas; one for an accurate link between ideas using a word such as because, but, so, first or then; and one for sentences whose grammar, spelling and punctuation allow the reader to understand the message without guessing.
5. Minor language errors can still earn the clarity point when meaning remains clear. Do not deduct extra points for writing slightly outside the suggested word range. Do not grade personal opinions or assign normative score bands.

The starting and exit checks are different practice sets, not calibrated parallel tests. Compare specific skills and the support needed rather than treating the score difference as a standardized learning measure. No named teacher or institution has certified these materials.

R01 - R02

Answers with explanations

R01 · Starting check: a quieter reading corner

Where did the six chairs come from?

Answer: They came from a room used for meetings. Accept: a meeting room.

The first paragraph states the source of the chairs directly. They were moved from an existing room, not bought.

Skill: Reading: locate a stated detail

R02 · Starting check: a quieter reading corner

Why is it reasonable to say that not every student wanted the same kind of space? Give one detail from the text.

Answer: Some wanted quiet, while two students wanted group conversations. Accept an answer explaining different needs and citing the two requests for a conversation space.

The mostly positive comments about the quiet corner and the two requests for conversation show different preferences. The inference must be supported by this contrast.

Skill: Reading: inference with evidence

R03 - R04

Answers with explanations

R03 · Starting check: a quieter reading corner

What does available mean in the phrase available seats?

Answer: Seats that were free or ready for someone to use. Accept: empty seats that a student could use.

Mariam counted seats during use of the corner. Available describes seats people could still use, not the age or colour of the chairs.

Skill: Reading: vocabulary in context

R04 · Starting check: a quieter reading corner

Which sentence best states the main idea?

Answer: Listening to students helped improve a shared school space.

The text follows a problem, consultation, a trial and feedback. The selected statement covers that whole process; the other choices are unsupported or contradicted.

Skill: Reading: main idea

R05 - R06

Answers with explanations

R05 · Reading practice 1: a library that travelled

What two things did a student write on the borrowing list?

Answer: The book's title and the student's name. Both details are required.

The first paragraph explicitly gives both pieces of information. A date or class number is not mentioned.

Skill: Reading: locate a stated detail

R06 · Reading practice 1: a library that travelled

Why can we infer that the club's first book choices did not suit all students? Include evidence.

Answer: The club chose only books its members liked, and few younger students borrowed them. Accept a similar explanation supported by low borrowing among younger students before the choices changed.

The first selection reflected only the members' tastes. The low borrowing and later increase after a wider selection support the inference; it is not necessary to claim that all younger students disliked every book.

Skill: Reading: inference with evidence

R07 - R08

Answers with explanations

R07 · Reading practice 1: a library that travelled

In this passage, what does rarely visited mean?

Answer: Did not visit often. Accept: visited only occasionally or hardly ever visited.

The short break limited visits. Rarely refers to frequency, not the distance students travelled or the speed of walking.

Skill: Reading: vocabulary in context

R08 · Reading practice 1: a library that travelled

Which sentence best summarises the passage?

Answer: A club improved a travelling library by responding to readers and solving a space problem.

This includes the purpose, feedback and practical adjustment. The other choices introduce claims the passage does not make.

Skill: Reading: main idea

R09 - R10

Answers with explanations

R09 · Reading practice 2: a repair afternoon

How long did the students wait before asking whether the repaired items remained useful?

Answer: One week. Accept: a week later.

The second paragraph gives the follow-up period directly. It is different from the time taken for individual repairs.

Skill: Reading: locate a stated detail

R10 · Reading practice 2: a repair afternoon

Why can we infer that the teacher cared about results beyond the event day? Give evidence.

Answer: The teacher wanted repairs to keep working after the event, and the class checked items a week later. Accept a supported answer citing the teacher's final comment or the later check.

The follow-up and the teacher's statement focus on lasting usefulness, not only how the repaired objects looked during the event.

Skill: Reading: inference with evidence

R11 - R12

Answers with explanations

R11 · Reading practice 2: a repair afternoon

What does reliable mean in the phrase a reliable repair?

Answer: A repair that can be depended on to keep working. Accept: a lasting repair that works properly.

The contrast is between lasting usefulness and appearance in a photograph. Reliable refers to being dependable, not being colourful, cheap or quick.

Skill: Reading: vocabulary in context

R12 · Reading practice 2: a repair afternoon

Which sentence best states the main idea?

Answer: Recording and checking repairs helped the class understand which repairs were useful.

The text describes observations, records and follow-up that changed the students' understanding. It does not support universal claims about speed or judging by appearance.

Skill: Reading: main idea

R13 - R14

Answers with explanations

R13 · Paragraph 1: suggest a school improvement

Write one paragraph suggesting a school improvement. Include the problem, the change, a reason and how you would check the result. Aim for 60-80 words. This task is worth 4 points using the criteria above.

Answer: Example: Our school could add clearer signs near the main entrance. New students sometimes walk to the wrong corridor because room numbers are difficult to see. We could place a simple map beside the door and use large labels at each turn. First, a small group could test the map. After one week, we could ask new students whether it helped them find their classrooms. Other realistic improvements are equally acceptable.

Award 1 point for all four required content elements, 1 for a clear opening and logical order, 1 for an accurate linking expression and 1 for understandable sentences. The example identifies a navigation problem, proposes signs, explains the need and suggests a test. Do not require the example's exact wording, project or vocabulary. Minor errors and a slightly different word count do not automatically lose a point.

Skill: Writing: propose and support an improvement

R14 · Paragraph 2: explain a choice

Write one paragraph recommending either the book exchange or the board-game session. Give a reason, a concrete activity and how students would take part. Aim for 60-80 words. This task is worth 4 points using the criteria above.

Answer: Example: I recommend a board-game session because students can talk while solving problems together. We could place a different game on each table and let small groups choose where to begin. Club members would explain the rules, so new players would not feel lost. After twenty minutes, groups could change tables. This plan would give students a chance to meet classmates they do not usually work with. A well-supported book-exchange choice is equally acceptable.

Award 1 point for a choice, relevant reason and concrete activity including participation; 1 for a clear opening and logical order; 1 for an accurate connection between ideas; and 1 for understandable sentences. Neither option is inherently better. Accept other sensible plans and equivalent language. Feedback should identify one improvement rather than replacing the learner's paragraph with the model.

Skill: Writing: explain a choice with support

R15 - R16

Answers with explanations

R15 · Exit check: a more useful map

Where did the team keep the complete building map?

Answer: At the information desk.

The second paragraph states this location directly. This tests the same detail-finding skill as R01 using a new passage.

Skill: Reading: locate a stated detail

R16 · Exit check: a more useful map

What evidence suggests that the second map was easier to use? Explain briefly.

Answer: All five visitors using the second map reached the activity rooms without asking for directions, while two of the first three testers missed a turn. Accept an inference of easier use supported by the successful second test alone.

Observed visitor performance supports the inference. The small test suggests improvement for these users; it does not prove that every possible visitor would find the map easy.

Skill: Reading: inference with evidence

R17 - R18

Answers with explanations

R17 · Exit check: a more useful map

What does immediate needs mean in this passage?

Answer: What readers need at that time, such as finding the main activity rooms. Accept: their current or most direct needs during the visit.

Visitors needed to find key places during the open day. Immediate contrasts with every detail they might possibly need about the building.

Skill: Reading: vocabulary in context

R18 · Exit check: a more useful map

Which sentence best states the main idea?

Answer: Testing a guide with its readers helped a team make it more useful.

The whole passage follows testing, feedback and revision. The other choices exaggerate or contradict the text. This tests the same main-idea skill as R04.

Skill: Reading: main idea
