

Destination Reader Handbook



Shoreditch Park
Primary School

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Whole-class reading lessons should motivate children to read for pleasure and ensure children know the importance of understanding what they read. They are much more likely to stimulate children if they are interactive—a chance to ‘share’ a text and give opinions rather than to listen passively to one.

- Almost all questions are asked of all children – no hands up.
- Limited feedback at times to keep up the pace of lesson.
- Little introduction— start unpicking the text as soon as possible.
- All important information prepared on flipchart.
- Set expectations of amount of opportunities for talk per session.
- Teacher asks open questions and prompts.
- Sense of exploring together e.g. is there anything **we've** missed?
- Let children know the purpose of talk partners
- Let children know the purpose of talk partners.



Questions	Score 1-4	Possible actions if low score
Are you exploring the text by 4/5 minutes into the lesson by the latest? All information on flipchart prepared so limited time for explanation?		Adapt flipcharts so all key information included. Ask TA/child to time how far into lesson you start exploring the text.
Do you use limited hands up? Are nearly all questions asked of partners?		Ask TA to record how many times you ask questions to all partners and how many hands up – does this number change as you become more aware?
Do you stop after every sentence or two of text or every 3/4 minutes when talking		TA and TP signalled on flipchart. Feedback from pupils on how interactive
Do you sometimes use limited feedback to keep up the pace of the lesson? E.g. What makes a good prediction? – talk / no feedback / features ready on flipchart.		Plan 1 /2 key opportunities for longer feedback and discussion. Others are quick TP opportunities to reflect, stimulate, engage etc.
Do you say both partners' names when asking for feedback where possible to		

Weekly Structure

2 week cycle at Shoreditch Park

Day of Week	Lesson	Outcome
Tuesday	Big Picture/Unseen Comprehension Task	Comprehension recorded in Books
Wednesday	Vocabulary Check/Selfie	Selfie or Vocabulary Check Template Glued in Books
Thursday	Vocabulary Check/Selfie/ISpy	Selfie/Vocabulary Check Template Glued in Books or written ISpy comment
Friday	Vocabulary Check/Selfie/ ISpy	Selfie/Vocabulary Check Template Glued in Books or written ISpy comment

Lesson Structure

DR Reading Lesson Structure

Before reading (whole class 10 mins)	• Introduce or revise lesson strategy/ focus and stems • Summarise reading from the previous lesson • Introduce tricky vocabulary • Model strategy through think aloud with text displayed on the board. • Partner work practising strategy with text displayed on board.
Independent reading (22 mins)	• Partner reading focusing on strategy where possible and using the learning behaviours. • <i>Teacher pauses to intervene and celebrate good use of the strategies, if appropriate.</i> • <i>Teacher completes iSpy with children.</i> • Questions for the children to answer when they have finished reading displayed on the board.
After reading (8 mins)	• Celebrate good use of the strategies • Summarise what the children read during their reading time. • Vocabulary Check • Children evaluate use of the learning behaviours • Reading albums- Selfie • <i>Big Picture lessons will need the whole lesson.</i>



Lesson Structure

Whole-class teaching

Part of lesson	Guidance	Example teacher comments
1. Introduce or revise lesson strategy using stems. (Introduce context of text or new vocabulary if needed) 2/3 minutes	• Link lessons by giving children an immediate opportunity to explain previous learning. • Ensure you share clear definitions and the purpose of the strategy. • Give models of good examples of the strategy e.g. remember good evaluations make reference to 2 pieces of text. • All children should be clear on the focus of the lesson.	Yesterday we learnt how to predict—tell your partner what that means and why it's good to predict Look at these 2 prediction selfies written yesterday. Which is better and why? Today we are going to learn how to clarify. This means....
2. Model strategy through think aloud 3/4 minutes	• Read first line(s) of text and model strategy using language stems (pointing to physically helps.) • Plan this ahead of the lesson so that you model succinct and correct use of the strategy.	Watch me now while I model summarising for you Listen while I 'think aloud' evaluating then you will be able to practise this strategy in partners
3. Partners practising strategy 8/10 minutes	• Teacher reads aloud a sentence from the text so that all children have access. • Give children opportunities to practise strategies in partners as many times as possible. Take limited feedback from partners to keep up the pace of the lesson – focus on 1 sentence where more feedback can be taken. • Have high expectations of responses – do not accept responses which do not use the stems, are not succinct or do not give evidence e.g. using because. • At the end, ask a question revising a previous or difficult strategy e.g. summarising or using inference. (Refer to question list.)	Which learning behaviour will you and your partner focus on today? I heard some great summaries there including ... Let's move on Read sentence from text— Can you clarify this section in partners using the stems? Try and keep to the point with your answer using because—I'll come back to you Final question: Can you summarise what we've read today?

Example of whole-class introduction - Prediction focus

1	Define prediction and show examples of progression
2	'Laughter filled the pier playground' - Think aloud: I wonder if children will be the main focus because it's set in a playground
3	An old lady walked tentatively down the deserted pier and sat in her usual place. Suddenly, a graceful seagull swooped down and perched on the iron railings. A shiny, mysterious object glistened on the sand. Key question: Which part tells you the lady lives here? (Inference)

Lesson Structure

Guidance on independent reading	
Independent session	- Children read in partners continuing with the focus from the teaching session where possible (or independent reading maybe preferred especially in Year 6) - Children should focus on the learning behaviours which encourage independence e.g. if their partner is stuck, they may say 'What strategy could help you here?' rather than jumping in with the word - The language stems should be on tables for the children to easily refer to. - Partners should stop at regular intervals to practise a strategy i.e. after each sentence, paragraph, page or chapter or stop at the end for talk. - The independent reading session should predominantly be reading, with writing opportunities, sentence or specific task in the plenary. This should be kept in the child's reading album (see assessment guidance.) - Children may collect some vocabulary they don't understand to note down as long as this does not interrupt the amount of reading. These may be added to a class vocabulary chart.
Plenary	- Teacher celebrates and shares good use of the reading strategies - Teacher clarifies new vocabulary if needed - Children record a selfie in their reading album - Children reflect on their use of the learning behaviours

Hearing children read during independent sessions

On the days where **children are reading their own level books**, teachers should aim to hear 2/3 pairs or a group of children reading. The teacher should listen in to each partner reading to each other and then invite the child and his/her partner to say what they need to do to improve their reading and **involve them in setting their own targets by asking open questions**. These should also link to the termly reading '**portrait**.' Targets can be linked to more general aspects of word reading or related to the strategies and partners should be encouraged to comment on good progress.

Lower level readers

All children who are not yet fluent readers (White / lime and below) should be **reading books at their instructional level** every day where possible. Schools will need to organise intervention programmes where necessary.

Expectations at Shoreditch Park Primary School

Coverage

1. Medium Term Plans (overviews) are saved in T Drive and shared with Destination Reader lead.
2. Weekly PowerPoints are saved in the planning folder on the T Drive: Destination Reader.
3. Books will evidence planning outcomes from medium term plans.
4. Coverage will be in line with national expectations and link to content domains.
5. Pupils will complete one big picture activity every fortnight. *
6. Pupils will complete one unseen comprehension activity every fortnight. *
7. Teachers will complete 1:1 iSpy comment (listening to children read) in the children's books at least once a week, relating to the focus skill.
8. Pupils will complete a selfie activity in their books twice a week.
9. Pupils will complete a vocabulary check at least once a week.
10. Each lesson will include the following elements:
 - Input introducing or revisiting the focus skill
 - Practice partner work based on the new skill.
 - Partner reading with reference to focus skill and reading behaviours
 - Plenary – either a selfie activity or whole class discussion about the book.

**This may increase in frequency depending on the needs of the group*

Productivity

1. Lessons show progress with each focus skill.
2. Regular recording in the book demonstrates the range of question types pupils are exposed to

Presentation

1. Destination Reader sentence stems to be stuck on the inside of both the front and back cover.
2. Rulers are used to underline any titles or dates.
3. Handwriting will reflect end of year expectations.
4. Books have the Destination Reader book front cover and are tacky backed.

Marking and feedback

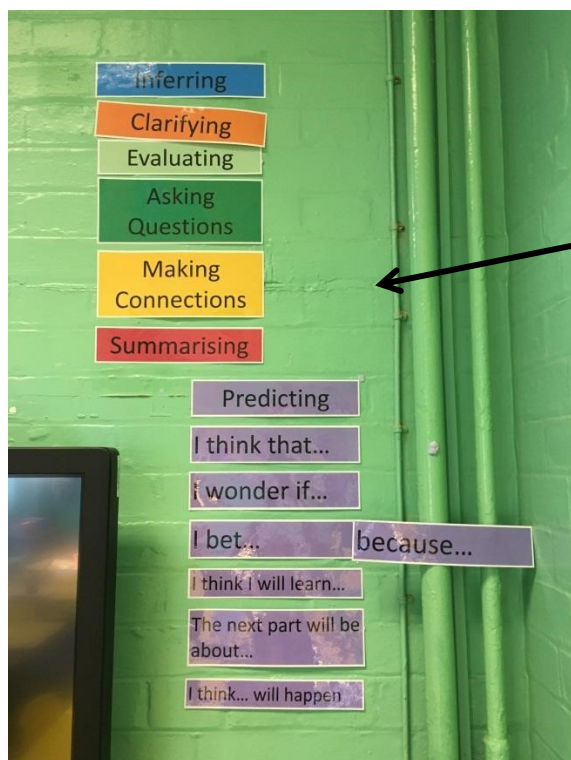
KS2 Teachers will:

1. Acknowledge selfies in books.
2. Mark all big pictures and give the children a mark out of the full amount, along with any necessary feedback
3. Mark all cracking comprehensions and give the children a mark out of the full amount, along with any necessary feedback.

All children will:

1. Receive verbal feedback from their teacher on their progress.
2. Respond to any feedback using green pen.

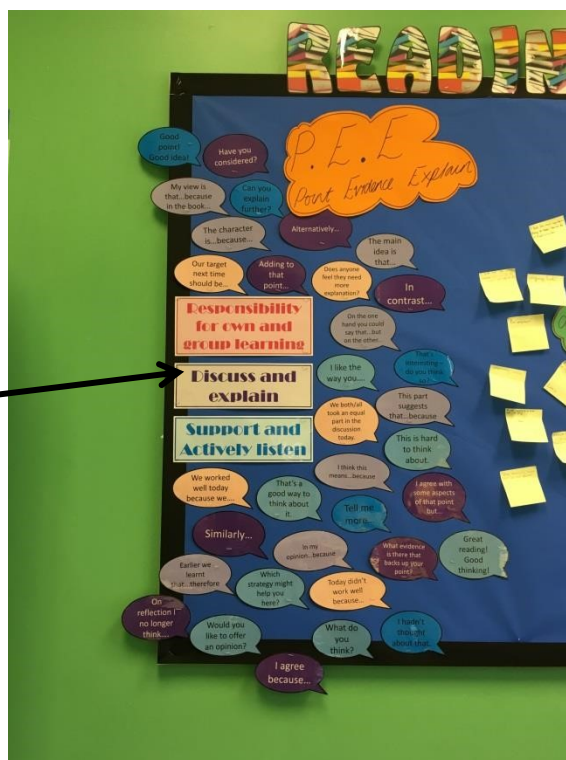
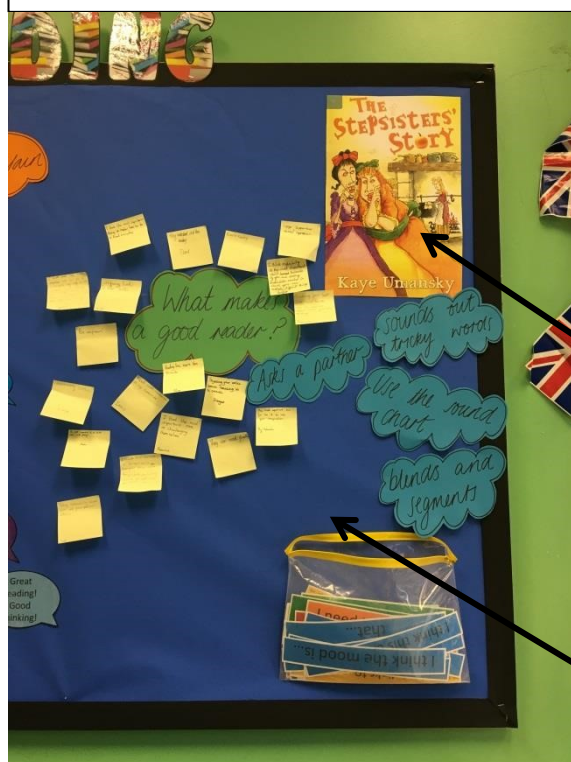
Destination Reader Display Guidance



Skills up by the IWB with the key skill for the week and all their sentence starters below it up as well.

E.g. Predicting is the focus in this classroom. All others up to be referenced at any time.

Learning behaviours (you do not need them all up, just the ones you are focussing on.)



A photo of the book the class are currently reading enlarged and on the wall.

Any other work surrounding the reading skills being learnt.

E.g. examples on post its of what makes a good reader

Examples of strategies to **clarify** that children can refer to

Key questions to think about

Destination Reader Planning Expectations

MTPs must be saved on the T Drive: Destination Reader and sent to the Destination Reader lead.

All supporting documents are saved in the planning and curriculum folder with Destination Reader on the T:Drive.

Alongside templates for slides, selfies and Big Pictures.

Destination Reader Termly plan			
Term: Spring 1 – Year 4 Class: LA Year 4 Children			
Week beg. Genre / Texts	Skill	Curriculum link	Outcome/Notes
Week 1 Genre: Fiction Book: Georges Marvellous Medicine	Predicting	Comprehension (one of the key skills) Predicts what might happen based from details stated and implied. - To use the book cover to make predictions. - To predict what might happen from details stated and implied.	Tuesday – N/A Wednesday – Reading Profile Update for Spring 1 Thursday – Vocabulary Check Friday – Selfie
	Clarifying		
Week 2 Genre: Fiction Book: Georges Marvellous Medicine	Clarifying	Checks the text makes sense to them by discussing their understanding. - To discuss my understanding of the text. - To use the context of the sentences to understand words and phrases. Asks questions to clarify. - To ask questions to clarify the meaning.	Tuesday – Big Picture (Chapter 1/part of Chapter 1) Wednesday – Vocabulary Check ISpy x 6 Thursday – Selfie Friday – Selfie
	Clarifying	Checks the text makes sense to them by discussing their understanding. - To discuss my understanding of the text. - To use the context of the sentences to understand words and phrases. Asks questions to clarify. (Deduction) - To ask questions to clarify the meaning.	Comprehension Day to be Friday this week due to Reading Audit LW Tuesday – Selfie ISpy x 6 Wednesday – Selfie ISpy x 6 Thursday – ISpy Focus Friday – Unseen Comp.
Week 3 Reading Audit Genre: Fiction Book: Georges Marvellous Medicine	Clarifying	Checks the text makes sense to them by discussing their understanding. - To discuss my understanding of the text. - To use the context of the sentences to understand words and phrases. Asks questions to clarify. (Deduction) - To ask questions to clarify the meaning.	Tuesday – Selfie ISpy x 6 Wednesday – Selfie ISpy x 6 Thursday – ISpy Focus Friday – Unseen Comp.
	Inferring – characters	Infer characters' feelings, thoughts and motives form their actions. Justifies their inferences with evidence from the text. To use clues to make inferences about characters' thoughts, feelings and motives.	Tuesday – Big Picture Wednesday – Vocabulary Check Thursday – Selfie ISpy x 6 Friday – ISpy
Week 4 Genre: Fiction Book: Georges Marvellous Medicine	Inferring – setting/mood	Infer characters' feelings, thoughts and motives form their actions. Justifies their inferences with evidence from the text. - To use clues to make inferences about settings. - To use clues to make inferences about the mood.	Tuesday – Unseen Comp. Wednesday – Selfie ISpy x 6 Thursday – Selfie Friday – ISpy
	Evaluating Summarising	Identifies how language structure and presentation contribute to meaning. - To comment on the author's use of language in fiction/non-fiction texts and the effect this has on the reader. Identifies and summarises main ideas drawn from text. - To summarise the main points of a text, including the key ideas.	Tuesday – Big Picture Wednesday – Vocabulary Check ISpy x 6 Thursday – Selfie Friday – ISpy
Being a reader Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally). Discusses words and phrases that capture their interest and imagination. Participates in discussion about books taking turns and listening to others' views. Reads range of texts including poems and play-scripts for performance with intonation, tone, volume and action. Recognises different forms of poetry (e.g. free verse, narrative poetry) Fluency Year 4: Read 100-140 words per minute Word reading Decodes new words, testing out different pronunciations and corrects where needed, based on own experience i.e. technical – technical Uses dictionaries to check the meaning of unfamiliar words & reads and explains the meaning of words in context. Reads exception words noting unusual correspondences. Applies growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words			

All PowerPoints are to be saved each week. Please ensure these are up to date and that you have carefully considered the most relevant key vocabulary to clarify using images and definitions.

Individual tracker guidance

All children must have at least one read aloud/ conferencing completed each week. They will be based around the focus skill or their own target.

LKS2

I-spy reference

Date	Focus of ispy	Comments
	Predicting	Rahim was able to predict what might happen in the book based on the front cover. He referred to evidence on the front cover but did not explain his point fully.

Prediction

- To use the book cover to make predictions
- To predict what might happen from details stated or implied
- To predict what might happen based on wider experiences
- To predict how a non-fiction book might be structured and presented

Asking questions

- To ask questions to clarify meaning
- To ask questions to help us gain a deeper understanding

Clarifying

- To use the context of the sentence to understand words and phrases
- To use root words, prefixes and suffixes to work out the meaning of new vocabulary
- To discuss my understanding of the text
- To use dictionaries to check the meaning of words
- To discuss my understanding of the text

Inference

- To use clues to make inferences about a character's thoughts, feelings and motives
- To use clues to make inferences about settings
- To use clues to make inferences about mood

Evaluation

- To identify figurative language and explain its impact
- To comment on the author's use of language and the effect it has on the reader
- To evaluate how fiction texts are structured
- To evaluate how non-fiction texts are structured

Summarising

- To summarise the main points of the text
- To identify the key theme/idea of a text
- To discuss my understanding of the text

Making Questions

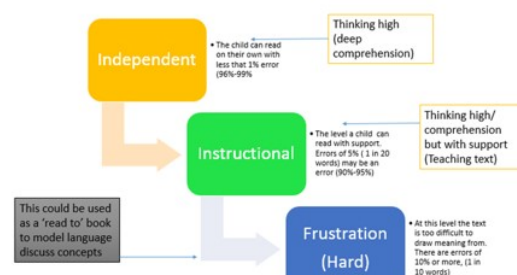
- To identify themes and conventions in texts.
- To make links between texts.
- To retell a story orally.
- To reference a wider body of evidence when making links.

Fluency: to read 90-120 words/minute

Date	Focus of ispy	Comments
	Fluency and phrasing	Rahim read at a good speed with expression. He changed his voice to show that a different character was speaking.

While reading

Fluency and phrasing <i>The ability to read aloud consistently with natural rhythm and expression, recognising or decoding words accurately while attention is focused on constructing meaning.</i>	90-95% accuracy is instructional - Are they reading at a good speed? - Is there expression? - Do they use natural rhythm of the text, pausing, phrasing, pitch and emphasis? - Do they slow down if it is tricky and then speed up?
Word reading <i>Knowledge and skills: Are they an efficient decoder of unfamiliar words? Are they drawing on a range of strategies – in-head ways to process text?</i>	- Do they take notice of punctuation? - Do they re-read to maintain sense? - Are they self-correcting errors?



Exploring children's literature: Nicky Gamble Sally Yates SAGE 2008

Destination Reader Individual Tracker			
To be used whilst hearing children read in DR lesson			
While reading in the form of a running record		After the child has read a section	
Fluency and phrasing	Word reading	Retelling/ Being a reader	Comprehension
- Are they reading at a good speed? - Is there expression? - Do they use natural rhythm of the text, pausing, phrasing, pitch and emphasis? - Do they take notice of punctuation?	90-95% accuracy is instructional - Do they slow down if it is tricky and then speed up? - Do they re-read to maintain sense? - Are they self-correcting errors?	- Can they summarise what they have read? - Can they make connections?	- Can they respond to literal/retrieval questions? - Can they infer – think beyond the text? - Can they reflect on the author's purpose? - Can they understand precise meanings of unfamiliar or complex words?
Date	Focus of ispy	Comments	
20/11/18	Fluency and phrasing	Chloe reads with expression and uses the natural rhythm of the text.	
15/12/18	Evaluation (organisation)	Chloe said that she likes the code in this book that tells the reader which part of the environment the tip starts.	
13/01/19	Inferring (setting)	Chloe described what it would be like living in the house using evidence from the text and adjectives.	

I-spy reference

Date	Focus of ispy	Comments
	Inferring	Rahim make an accurate inference about how one of the characters was feeling. He use appropriate vocabulary and backed up his idea with evidence from the text.

Deduction

To retrieve information from fiction and non-fiction texts.
 To use the features of a fiction or non-fiction text to locate information efficiently.
 To use skimming and scanning to locate information efficiently.
 To retrieve information from different points within and across texts.
 To present information by combining information from a range of sources, with increasing precision.

Prediction

To use the book cover to make predictions.
 To predict what might happen from details stated and implied.
 To predict what might happen based on wider experiences e.g. knowledge of other texts.
 To predict how a non-fiction book may be structured and presented.
Learning in depth: To make links to other texts that they have read and prior experience to support their predictions.

Asking questions

To ask questions to clarify the meaning e.g. Is this Peter's sister?
 To ask questions to help us gain a deeper understanding of the text e.g. I wonder why she's acting in that way.

Clarifying

To discuss my understanding of the text.
 To apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.
 To use the context of the sentence to understand words and phrases.

Inference

To use clues to make inferences about characters feelings, thoughts and motives (viewpoint/ relationships).
 To use clues to make inferences about settings.
 To use clues to make inferences about mood.
 To identify and explain the writer's viewpoint and how this affects the reader's response e.g. how a character is portrayed.
Learning in depth: Children develop an understanding that texts can be interpreted in different ways e.g. this could be the writer...on the other hand...
 Children identify and discuss the writer's use of irony e.g. sarcasm, insincerity and mockery.

Evaluation

To precisely explain why authors have used particular language in particular places.
 To identify figurative language and explain its impact on the text.
 To evaluate how successful texts are in conveying a particular emotion.

To make comparisons about how a book(s) are presented
 To make comparisons about the language within a book(s)
 To make comparisons about the structure/plot within a book(s)
 To compare characters within and across texts

To compare different books by the same author
Learning in depth: Children identify and discuss the features of mixed-genre texts. Children identify similarities in characterisation by a particular author.

To explain the difference between fact and opinion
 To identify statements of fact and opinion within texts

To identify and explain the structure of different types of texts.

Learning in depth: Children make links in their recommendations to books by the same author.

Summarising

To summarise the main points of a text, identifying the key details.
 To identify the key theme/idea behind a text.

Making Connections

To read a wide range of fiction, poetry, plays, non-fiction and reference books or text books.
 To identify themes and conventions in and across a wide range of texts.
Learning in depth: Children justify their views through debates and presentations.

Discussing reading

To take part in discussion, building on their own ideas and challenging other views courteously.
 To evaluate my role in discussions.

To show my understanding of what I have read through formal presentation

To discuss or debate key points from within a text
 To evaluate my role within a presentation or debate

Fluency and Phrasing

Date	Focus of ispy	Comments
	Fluency and phrasing	Rahim read at a good speed with expression. He changed his voice to show that a different character was speaking.

While reading in the form of a running record	
Fluency and phrasing	Word reading
- Are they reading at a good speed? - Is there expression? - Do they use natural rhythm of the text, pausing, phrasing, pitch and emphasis? - Do they take notice of punctuation?	90-95% accuracy is instructional - Do they slow down if it is tricky and then speed up? - Do they re-read to maintain sense? - Are they self-correcting errors?

An iSpy must:

- Be written as a 3rd person observation
- Be based around the focus skill or child's agreed target
- Sometimes be linked to fluency and phrasing/word reading when appropriate

Selfie guidance

Selfies are written by the children in their books. They may be a response to a question you have given the children or they may be a general statement the child wants to make about the book.

Predicting 10.12.18

I predict that this book is about a child who likes travelling. I think this because on the front cover there is a map. I know that because when you use a map you should move somewhere.

Vocabulary Check
Date: 10.12.18

Furious	To see something clearly.
Spoilt	Somewhat annoyed.
Vividly	Furious
Custody	When you are bought anything you want.
Insists	Demand something forcefully.
Miffed	The protective care or guardianship of something else.

The Suitcase Kid - Jacqueline Wilson

Fluency and phrasing 11/12/18

Oscar is reading at a good pace and he is slowing down when he comes across a tricky word. Oscar reads with expression depending on the character and type of sentence.

A target that Oscar could aim for is keeping the same voice while reading as he tends to whisper.

Oscar clarifies tricky words and is able to summarise the pages.

Circle the word Task - Suitcase Kid
Date: 12.12.18

Circle the sentence that best describes how Andrea would describe her current situation.

It is exciting because she will get double presents on her birthday.	It is easy because now she has 2 houses.	It is fun because now she has two families and lots of step-siblings.	It is complicated because now she has 2 houses.
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Do you think Andrea will stay in this arrangement of one week at mum's and one week at dad's? Explain your answer.

I think that Andrea will not stay in this arrangement because she will want to spend time with everyone.

There are a range of selfie templates saved on the t-drive. It is important to use a mixture of selfie templates and consider the question formats that pupils are exposed to outside of their reading lessons e.g. summative assessments.

Plenary Task

Insert Question

Insert Challenge:

Summarise - Sophie's Adventures
Date: 20.11.18

Which of the following would be the most suitable summary of the whole text.

Tick one

This book is about a girl who goes on lots of adventures to different places in the county.	☐
This book is about a girl who loves school and it is the most important thing to her.	☐
This book is about a girl who really wants to be a farmer and it is the most important thing to her.	☐
This book is about a girl and her family, who all live on a farm, with many stories about what happens on the farm.	☐

Explain the reasons for your choice.

True or False Task
Date: 07.11.18

Question:

Using information from the text put a tick in the correct box to show whether the statement is true or false.

	True	False
World War Two started in 1940.		
The Romans improved the roads in Britain.		
Easter Island is a real place.		
The first zips were used on trousers.		

Explain how each of the sections in this book link together. Why do you think the author has chosen this combination of topics?

Summarise - Sophie's Adventure
Date: 13.11.18

Number the following events 1-5 to show the order they happened. The first one has been done for you.

Andrew asked his mum if Sophie could go round for tea.	
Sophie's teacher is concerned that Sophie doesn't have any friends.	1
The first kitten is sold.	
Sophie starts to ask Andrew questions about farming.	
Aunt Al bought Sophie a rabbit in exchange for a kitten.	

What do we know about Andrew's character? Use dialogue, actions and inferences to support your answer.

Circle the word Task
Date: 28.11.18

With bones like frozen plumbing. He lay in the blue morning.

Circle the word which best describes the mood of this section...

Joyful	Angry	Tense	Light-hearted
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How has the poet used figurative language effectively? Give an example in your response.

Selfies must:

- Be written by the children
- Be relevant to the current focus skill
- Be acknowledged by the teacher
- Be written in full sentences (unless it is a tick or match up activity)

Big Picture guidance

Big pictures happen once every fortnight and are a longer comprehension activity. They will take a full lesson. They may be based on an extract of the book the children have just read or they may be based on an unseen text. The big picture template is saved on the t-drive.

DR Big Picture 13.12.18—The Suitcase Kid
The following questions are based on the chapter 'G is for Garden'.

1) Using information from the text put a tick in the correct box to show whether the statement is true or false

	True	False
Andrea goes home alone from school now.	☒	☐
Andrea sees a mulberry tree on her way home from school.	☒	☐
Andrea wants to move school to be closer to her mum's house.	☐	☒
Andrea has never eaten a mulberry off the tree.	☐	☒

2) Do you think Andrea prefers her dad's house to her mum's house?

Yes ☐ No ☐ Yes and No ☒

Tick one and use evidence for the text to support your answer
I think yes & no because she doesn't like either
house but she likes her dad's house because she does not get to see
Bill but she likes her mum's house because she can see her dad.

3) Look at the paragraph beginning: 'There's only one good thing...'
What does knarled mean?
Knarled means when something is very
bend over and maybe very old.

4) What evidence is there that Andrea's mum wants Andrea to live with her permanently? Find two pieces of evidence.
She wants Andrea to live with her permanently
because she wants Andrea to go to her school
and she knows that it will be a long way to go to her school but she
wants her to go.

5) Do you predict that Andy will still want her parents to get back together? Explain your answer fully using evidence from the text.
I think that they will not get together
because Andrea's mum is doing everything
to keep Andrea from her dad, so I don't think
so.

Handwritten notes on the right page:
Explain why you think the title of this book is 'The Suitcase Kid'.
I think the title of this book is called the suitcase kid because the girl she carries a suitcase everywhere she goes.

Bottom navigation bar:
Code Clue Locate Explore Answer Re-read to check

Total marks:

A Big Picture must:

- Have a variety of different questions
- Cover a wide range of skills
- Have a possible mark for each question
- Be fully marked and inform next steps in teaching and individual feedback

