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Clarifying and Challenging Ideas - Year 6

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Teacher quick-start | Year 6 | Five lessons of 55 minutes

Prior knowledge: learners can follow a short proposal, ask a basic question and identify a main point. Read 70–100-word proposal panels aloud when useful. Model spoken replies in short chunks. Diagnose reasoning rather than reading fluency.

Prepare: print or display the three inquiry displays (pp. 8–10) and the reference. Cut questioner and respondent cards apart; keep checks and red models hidden until recording is complete. Prepare P1–P3 levels, six workshop mats/goal sets, individual records, fresh transfer and fresh-inquiry assessment. Use supplied card sets, pencils and optional highlighters. No purchases, tools, devices, real interviews or outings are needed.

Teach the routine: name missing information; ask a useful question; listen; paraphrase and confirm; test an assumption or evidence limit; explain what changed or remains unknown. Respondents use supplied facts and say “not stated”. Rotate roles so each child must make their own responsive reasoning moves. Check banks accept relevant alternative wording, not invented facts.

Access: offer thinking time, teacher reading, partner reading, written or pointed question messages, communication boards or a scribe. The child chooses questions and interprets answers. Fade frames. Never require personal disclosure or assess accent, eye contact, posture, loudness or handwriting speed.

Assessment: fresh-inquiry is begun in lesson 5. Observe every learner in an active turn, then collect their independent record. Use a second brief exchange if evidence is missing. Quiz and peer check support teaching but do not certify attainment. All scenarios and dates are fictional.

Pacing: the five 55-minute lessons are guides. Allow about five to six minutes for a complete inquiry case, including an individual record. Use further workshop goals across repeated practice. Complete any remaining individual observations in another short session before making an attainment judgement.

Lesson 1: Ask for the missing meaning

Learning intention: Choose a purposeful precise or open question and explain what information it seeks.

5 min | Diagnostic

Show only library making-session proposal. Ask “What would you need to know?” Hear a question from each pupil, through talk, writing or pointing to a learner-chosen message. Diagnose meaning, not fluency.

12 min | Explicit model

Use the question display (p. 8) and the full library making-session eight-turn model. Think aloud: “Soon does not tell me when. Everyone may mean beginners, not unlimited places.” Demonstrate a closed confirmation and an open preparation question.

8 min | Guided revision

Write “Why?” Ask “Why what?” Jointly improve it to “How can people record interest in another session?” Explain that an unbooked session remains uncertain.

20 min | Practice

Use P1 support/core/extension. Pair a questioner and respondent using cut library making-session cards. Swap roles. Hide respondent face until the pupil has used the reply. Support with read-aloud and temporal frame. Core with two questions, extension with alternative-answer consequences.

5 min | Individual check

Each pupil aims a purposeful question and its purpose. Check that the wording names the information needed then ask about it.

5 min | Exit and feedback

Ask why a closed question can be useful. Accept “It confirms a precise detail, such as whether booking is needed.” If wording stays vague, next task is to name the uncertain word or detail before asking.

Lesson 2: Use the answer and check it

Learning intention: Paraphrase a reply accurately, preserve the loan condition and name a remaining information gap.

5 min | Retrieve

Revisit the library making-session booking condition. Ask pupils to distinguish confirmed and possible information.

12 min | Explicit model

Use the condition display (p. 9), equipment-loan cards and the full six-turn model. Model “lend” during the workshop only. Attribute the volunteer’s observation to one first group.

8 min | Guided repair

Display “All beginners can take a set home.” Identify the change in meaning. Guided repair: pairs share six supervised sets among twelve learners during the workshop only.

20 min | Practice

P2 support/core/extension, then exchanges with roles swapped. Use a temporary paraphrase frame for support. Core checks conditions and a gap. Extension compares the past observation with future needs.

5 min | Individual check

Hear or read one faithful summary from each pupil. Ask which condition they kept and what is unknown.

5 min | Exit and feedback

Accept alternative to sharing or transport as missing information, not the already-supplied number of sets. If a pupil repeats words without preserving meaning, next task is to restate the loan limit in their own words and confirm it.

Lesson 3: Test the claim respectfully

Learning intention: Test who evidence concerns, distinguish supported and unsupported claims, and adapt clear questions for a librarian.

5 min | Retrieve

Ask pupils to repair a take-home loan assumption using the equipment-loan reply.

12 min | Explicit model

the claim display (p. 10), reading-project role cards and full six-turn model. Ask who was asked, what was recorded and what supports “best”. Preserve seven and three in this group. Explain preferences do not measure reading improvement.

8 min | Guided wording

Turn “That proves nothing!” into “Could you explain which evidence supports the best plan?” Keep the investigation respectful without accepting an unsupported claim.

20 min | Practice

P3 support/core/extension with questioner/responder/inq. Support choices fade after the first turn. Core supplies two questions and qualified summary. Extension compares question consequences and identifies summary gaps.

5 min | Individual check

Each pupil explains one supported statement and one unsupported part. Accept different accurate routes that preserve scope.

5 min | Exit and feedback

Ask for one useful next evidence question. Target any universal overclaim: next task is to replace every claim with the actual group and name what wider information is missing.

Lesson 4: Inquiry workshop

Learning intention: Use responsive questions and a checked paraphrase in an information gap, then transfer the routine to a fresh poster claim.

5 min | Retrieve

Use the inquiry reference. Pupils name the sequence ask, listen, check and use the reply.

10 min | Full training turn

Read the fresh puzzle-club exchange on the workshop setup (p. 36). Model how one booked Wednesday session differs from “after school” without qualification. Complete every field on the individual workshop record (p. 56) using the example.

25 min | Rotate and inquire

Groups of three or four use goals from six contexts and eighteen cases. Begin with one context; allow five to six minutes per case and give each pupil an active questioner turn. The questioner sees only the proposal, the respondent keeps facts, and the checker releases the bank after the individual record. Rotate after each case. Continue further goals in practice while the teacher observes in lesson 5 or in another short session. Across repeated practice, support targets two contexts/six goals, core four twelve, extension six/eighteen plus possible-answer consequences. There is no pace.

10 min | Fresh transfer

Use poster-proofreading goals and the poster-proofreading individual record. Ask what was checked and what remains unconfirmed. Release red model after completion. A spelling check is not a full even, for example.

5 min | Refine and feedback

Each pupil names a reply that changed their understanding. Retry any distorted paraphrase with the original fact. Give a precise next move rather than rewarding confidence or speed.

Lesson 5: Fresh inquiry and explanation

Learning intention: Independently ask, use and verify replies, test a claim limit and explain revised understanding in a new inquiry.

5 min | Retrieve

Use old examples to retrieve clarify, paraphrase, evidence, condition and uncertain. Do not reveal fresh-inquiry respondent facts.

5 min | Criteria

Teach the four criteria from the rubric without fresh-inquiry answers. Explain that a useful question must lead to reply-use, a tested assumption and revised understanding.

25 min | Begin individual observations

Give each questioner only the fresh questioner card (p. 61). Teacher or partner answers neutrally from the hidden respondent card (p. 62). Teacher cycles small groups while others practise old workshop contexts. Capture each observed active turn on the observation sheet (p. 65). Keep a simple class list of learners still to observe. Complete their observations in another short session before judging attainment. If evidence is complete, observe a second brief exchange about a different unasked detail. Never credit another pupil's reasoning.

15 min | Independent record

Learner completes fresh-inquiry record with exact question/purpose, actual reply, faithful paraphrase, supported claim, involved limit and change. Provide read-aloud, time, learner-selected written messages and describe without supplying reasoning. Keep red models hidden until assessment event.

5 min | Feedback

Use both rubric pages and peer/reflection record. Secure needs meaningful observed answer-use and all four criteria. State a precise next task: keep a condition, name the uncertain claim or ask for the missing evidence. Do not grade eye contact, posture, accent, volume or speed.

Choose a useful question

Year 6 | Original fictional classroom exchange

Sam: "Our reading circle will meet soon."

Mia: "What day and time will we meet?"

Sam: "Wednesday, 12:30 to 12:50, in the library."

Mia: "So I need to be in the library at 12:30 on Wednesday. Is that right?"

Sam: "Yes."



Choose the question for your need.



A **closed** question checks a precise detail:
"Is anything needed?"



An **open** question invites an explanation:
"How will we use the space?"



Both can be useful. "Why?" needs a clear subject.



Ask



listen



check



use the reply.

Keep the condition

Year 6 | Original fictional classroom exchange

Jo: “You can use our coloured pencils.”

Ali: “May I take them home?”

Jo: “They are for this session only.
Please leave them here.”

Ali: “So I can use them now, but
they stay here. Have I understood?”

Jo: “Yes.”



Paraphrase means put the meaning
in your own words.



Keep important **conditions**, such as
when, who and how many.



An **assumption** is something you
accept without checking.



“I can keep the pencils” changes the reply.
Check it before you act.

Test a claim kindly

Year 6 | Original fictional classroom exchange

Lee: “Everyone likes our new sign.”

Rae: “Who gave feedback?”

Lee: “Six visitors replied. Five liked it and one wanted larger letters.”

Rae: “That tells us about six visitors. What else would we need before saying everyone likes it?”

Lee: “We would need feedback from more of the people using it.”

Rae: “Some of this small group liked it. Other views are still unknown.”



Evidence

is information that helps us check a claim.

Question

the claim respectfully. Do not attack the person.

Inquiry reference



Precise: names the detail you need. “What day and time?”



Clarify: check unclear meaning. “What do you mean by ‘new’?”



Relevant: helps with the question you are investigating.



Sufficient: enough information for the conclusion you want to make.



Condition: a limit such as “during the session only”.



Uncertain: not yet known or confirmed.



Formal: clear, respectful wording suitable for a visitor or librarian.

Worked example

①

Claim: “The trial worked for everyone.”

Reply: Three pupils tried it. Two finished independently. One asked for help.”

②

Useful question: “What did you check during the trial?”

③

Faithful summary: “Two of these three pupils finished independently. This does not tell us about everyone.”

④

Counterexample: “No one needs help” ignores one pupil and the small trial.

⑤

My routine: name the missing information → ask → listen → paraphrase and confirm → test a limit → explain what changed.

Library making session: role cards

CUT APART. Give the questioner only the top card.

QUESTIONER: Library proposal

“A making session will be open to everyone soon. Materials are ready. You can come with a friend.”

Think about what you need to know before deciding what the proposal means. Ask your own questions and use the replies. You may bring a friend into your inquiry, but do not assume a place is guaranteed.



✂ Cut here

RESPONDENT: Library facts

Fictional library facts:

- Saturday 18 April 2026, 10–11 am.
- There are 10 places per session.
- Booking is required.
- Beginners are welcome.
- Eight paper kits are supplied.
- Participants bring no materials.
- A second session may be offered if demand is recorded, but it is not booked.
- Price, other age groups and venue access features are not stated.

**Answer only from these facts. Say “That is not stated” if needed.
Do not promise an extra session.**

Release this fact card to the questioner only after their record is complete.

Library making session: model

Conversation

A questioner asks the librarian for information about a library making session.

- 1 **Questioner:** "When you say 'everyone', do you mean beginners too, and is there a limit?"
- 2 **Librarian:** "Beginners are welcome. Each session has eight places and booking is required."
- 3 **Questioner:** "What day and time is the session?"
- 4 **Librarian:** "Saturday 18 April 2026, from 10 to 11 am."
- 5 **Questioner:** "What will a beginner need, and is the second session confirmed?"
- 6 **Librarian:** "We supply eight places. Bring no materials. A second session is possible if demand is recorded, but it is not booked."
- 7 **Questioner:** "So, beginners can book one of eight places, the kit is supplied and a second session is uncertain. Have I understood? How can we record our interest?"
- 8 **Librarian:** "Yes, that summary is accurate. The way to record interest is not stated on this card."



Repairing a wrong assumption

Incorrect assumption:

"No booking is needed and everyone can attend."

Accurate report:

"Beginners are welcome, but there are eight places and booking is required."

Saying the same facts in different ways

To a friend:

"Want to book? There are eight places, and they supply kits."

To the librarian:

"Could you explain how we can book a place? I understand the kits are supplied."

The audience changes the wording, not the facts.

Equipment loan: role cards

CUT APART. Questioner receives the proposal only.

QUESTIONER: Club proposal



“The club will lend tools so all beginners can take part.”

Ask what “lend” and “all” establish. Use the answers to explain the real offer and what is still missing.



RESPONDENT: Club facts



- Six supervised sets can be borrowed during each workshop.
- They cannot be taken home.
- Each workshop group has 12 learners.
- Pairs share one set.
- Bookings record who needs a set.
- Transport is not stated.
- A volunteer says, “Our first 12 learners managed well in pairs.” That is one attributed observation, not proof that all future learners’ needs are met.
- Discuss these fictional cards only. No actual tools are needed.

**Answer only the question asked. Do not invent reassurance.
Keep the facts hidden until the learner's record is complete.**

Equipment loan: model

Read the conversation. Then look at the notes below.

- 1 Questioner:** “By ‘lend’, do you mean during the workshop or at home too?”
- 2 Respondent:** “During the supervised workshop only. The sets stay here.”
- 3 Questioner:** “How will twelve learners use six sets?” What shows the plan meets everyone’s needs?”
- 4 Respondent:** “Pairs share. Bookings record who needs a set. The volunteer said the first twelve learners manage to use in pairs.”
- 5 Questioner:** “So pairs share six sets during the workshop, with no take-home loan. What if group experience does not show all future needs are met. Have I understood? What if sharing does not work for a learner?”
- 6 Respondent:** “Yes. An alternative to sharing is not stated on this card.”
- ! Misleading response:** “All beginners can borrow a set to keep at home.”
- ✓ Repetition:** “Pairs share supervised sets during the workshop. They do not take them home.”
- ? A useful next question:** “What arrangements are possible if sharing does not meet someone’s needs?”

Unknown is an honest answer.

Do not invent transport or equipment arrangements.

Reading project: role cards

CUT APART. Questioner receives only the proposal.

QUESTIONER: Library claim



“Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Find out what the evidence really supports.

Ask your own questions before deciding how the claim should change.

RESPONDENT: Feedback facts



A fictional feedback group of 10 pupils was asked about story formats. Seven preferred illustrated stories and three preferred mixed formats.

Only this group was asked. Reasons and access needs were not recorded.

The budget and the current collection contents are not supplied.

The feedback reports preferences. It does not measure reading improvement.

Preserve “this group”, not “everyone”. Do not invent reasons, a budget or learning gains. Release the facts after the learner's individual record.

Reading project: model

A conversation about evidence, questions and what we can conclude

1 Questioner: “Who was asked, and what did they say?”

2 Respondent: “Ten pupils were asked. Seven preferred illustrated stories and three preferred mixed formats.”

3 Questioner: “What reasons did they give? What shows changing the collection is the best plan?”

4 Respondent: “Reasons were not recorded. We do not have the budget or current collection details.”

5 Questioner: “So most of this group preferred illustrated stories, but not everyone did. We cannot yet call the change the best plan. Is that fair? What else should we ask pupils about?”

6 Respondent: “Yes. Asking about reasons and access needs would help. Those answers are not supplied here.”



Qualified summary: “Seven of this group of ten preferred illustrated stories. Other pupils' views, reasons and collection constraints are still unknown.”



Respectful challenge: “Could you explain which evidence supports ‘best’?”



Personal accusation: “You just made that up!” does not investigate the evidence.



An experience can suggest a useful question without proving what everyone wants.

Year 6 | Name: _____

P1 Support: ask for meaning

Original fictional scenario

Proposal: "A making session will be open to everyone soon. Materials are ready. You can come with a friend."

Dialogue: Pupil: "Are beginners welcome, and do we book?"

Librarian: "Yes. Each session has eight places. Booking is required.

We supply a paper kit. A second session is possible but not booked."



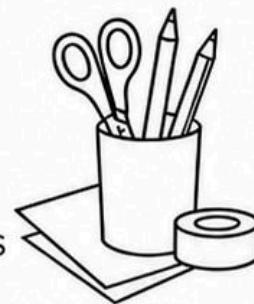
1 You need the exact time. Circle the useful question:

- ☐ A "Is it good?"
- ☐ B "What day and time is it?"
- ☐ C "Why?"

Explain why.

2 Replace "Why?" with a more open question about preparing for the session.
Use "What will a beginner ..."

3 Write a summary using the reply: "Beginners can ..., but The kit
A second session" Explain what you must do next.



P1 Support: ask for meaning

Original fictional scenario

Proposal: “A making session will be open to everyone soon. Materials are ready. You can come with a friend.”

Dialogue: Pupil: “Are beginners welcome, and do we book?”

Librarian: “Yes. Each session has eight places. Booking is required.

We supply a paper kit. A second session is possible but not booked.”

1 You need the exact time. Circle the useful question:

- ☐ A “Is it good?”
- ☒ B “What day and time is it?”
- ☐ C “Why?”

Explain why.

B. “What day and time is it?” names the missing time. The other questions do not.

2 Replace “Why?” with an open question about preparing for the session.
Use “What will a beginner ...?”

“What will a beginner need to bring?” This asks for preparation information.

3 Write a summary using the reply: “Beginners can ..., but The *kit*
A second session” Explain what you must do next.

Beginners can book, but each session has eight places. The kit is supplied.

A second session is not confirmed. I need to book rather than assume a place.

Year 6 | Name: _____

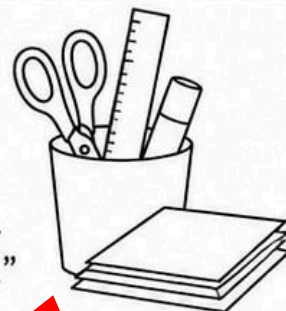
P1 Core: question and use the reply

Original fictional scenario

Proposal: “A making session will be open to everyone soon. Materials are ready. You can come with a friend.”

Dialogue: Pupil: “Are beginners welcome, and do we book?”

Librarian: “Yes. Each session has eight places. Booking is required. We supply a paper kit. A second session is possible but not booked.”



- 1 Write one precise question about when the session happens and one open question about preparation. State the purpose of each.

- 2 Repair “Why?” so it clearly asks how demand for another session is recorded.

- 3 Paraphrase the reply. Explain one claim you can support and one detail you cannot confirm.

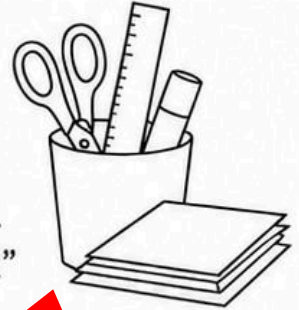
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Dialogue: Pupil: “Are beginners welcome, and do we book?”

Librarian: “Yes. Each session has eight places. Booking is required. We supply a paper kit. A second session is possible but not booked.”



- 1** Write one precise question about when the session happens and one open question about preparation. State the purpose of each.

“What day and time is the session?” checks timing.

“What will beginners need to bring?” invites preparation details.

- 2** Repair “Why?” so it clearly asks how demand for another session is recorded.

“How can people record interest in a second session?” identifies the uncertain process.

- 3** Paraphrase the reply. Explain one claim you can support and one detail you cannot confirm.

Beginners are welcome to book one of eight places and a kit is supplied.

A second session is possible, but its date and booking are unconfirmed.

Year 6 | Name: _____



P1 Extension: compare questions

Original fictional scenario

Proposal: “A making session will be open to everyone soon. Materials are ready. You can come with a friend.”

Dialogue: Pupil: “Are beginners welcome, and do we book?”

Librarian: “Yes. Each session has eight places. *Booking is required.*

We supply a paper kit. A second session is possible but not booked.”

- 1** Compare “Is it soon?” with “What day and time is the session?” Which gives useful planning information, and why?

- 2** Ask a clear open question about another session. Explain how “not booked” and “booked for a stated time” would change your understanding.

- 3** Write a 7–10 word accurate summary for a friend. Preserve booking, the place limit, supply kits and second-session uncertainty. Do not invent missing facts.



P1 Extension: compare questions

Original fictional scenario

Proposal: “A making session will be open to everyone soon. Materials are ready. You can come with a friend.”

Dialogue: Pupil: “Are beginners welcome, and do we book?”

Librarian: “Yes. Each session has eight places. *Booking is required.*

We supply a paper kit. A second session is possible but not booked.”

- 1** Compare “Is it soon?” with “What day and time is the session?” Which gives useful planning information, and why?

“What day and time?” gives a usable time. “Soon” remains vague even after a yes reply.

- 2** Ask a clear open question about another session. Explain how “not booked” and “booked for a stated time” would change our understanding.

“How will we find out whether a second session is offered?” If unbooked, I cannot plan around it. A confirmed time would let me check whether I can attend.

- 3** Write a 7–10 word accurate summary for a friend. Preserve booking, the place limit, supplied kits and second-session uncertainty. Do not invent missing facts.

The librarian says beginners are welcome at the making session. There are eight places in each session, so we need to book rather than assume we can both come. A paper kit is supplied, which means we do not need to bring materials. The reply does not give the exact day and time, so we should ask before planning. A second session may be offered, but it is not booked. We can ask how to record our interest, while keeping that extra session uncertain.

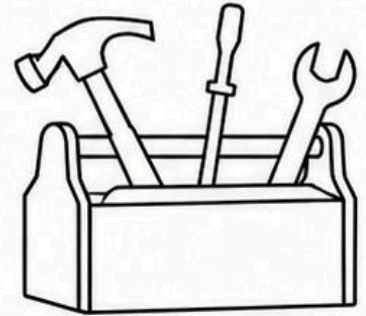
P2 Support: keep the loan condition

Proposal: “The club will lend tools so all beginners can take part.”

Pupil: “How does the loan work?”

Respondent: “Twelve learners work in pairs with six supervised sets. Bookings record who needs a set. Sets are for the workshop only, not home.”

Volunteer: “Our first twelve learners managed well in pairs.”



1 Which question checks “lend”?

A “Can sets go home?”

B “Do you like clubs?”

Explain your choice.

2 Circle the faithful summary.

A “Everyone keeps a set.”

B “Pairs share six sets during the supervised workshop.”

Explain the conclusion.

3 Complete: “The volunteer tells us about We still need to know”

Choose **one** gap: transport / number of sets.

Explain how the reply changes the proposal.

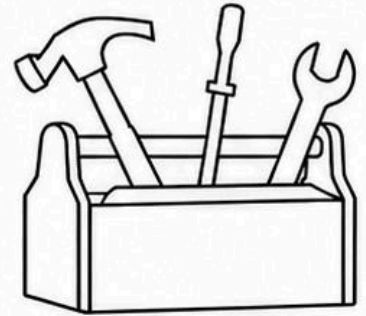
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Proposal: “The club will lend tools so all beginners can take part.”

Pupil: “How does the loan work?”

Respondent: “Twelve learners work in pairs with six supervised sets. Bookings record who needs a set. Sets are for the workshop only, not home.”

Volunteer: “Our first twelve learners managed well in pairs.”



1 Which question checks “lend”?

A “Can sets go home?”

B “Do you like clubs?”

Explain your choice.

It checks whether the loan includes take-home use.

2 Circle the faithful summary.

A “Everyone keeps a set.”

“Pairs share six sets during the supervised workshop.”

Explain the conclusion.

Sets are shared during the workshop and stay there.

3 Complete: “The volunteer tells us about We still need to know”

Choose **one** gap: transport / number of sets.

Explain how the reply changes the proposal.

“The volunteer tells us about the first twelve learners. We still need to know whether transport is available. The proposal offers shared workshop use, not a set to keep.”

Year 6 | Name: _____

P2 Core: paraphrase and qualify

Original fictional scenario

Proposal: "The club will lend tools so all beginners can take part."

Dialogue:

Pupil: "How does the loan work?"

Respondent: "Twelve learners work in pairs with six supervised sets. Bookings record who needs a set. Sets are for the workshop only, not home."

Volunteer: "Our first twelve learners managed well in pairs."



- 1** Write two useful questions: one to check a loan condition, one about a need not met. State both purposes.

- 2** Paraphrase the facts about turning the volunteer's observation into a promise.

- 3** Does the reply establish that all future learners' needs are met? Explain and name useful missing information.

P2 Core: paraphrase and qualify

Original fictional scenario

Proposal: “The club will lend tools so all beginners can take part.”

Dialogue:

Pupil: “How does the loan work?”

Respondent: “Twelve learners work in pairs with six supervised sets. Bookings record who needs a set. Sets are for the workshop only, not home.”

Volunteer: “Our first twelve learners managed well in pairs.”



- 1** Write two useful questions: one to check a loan condition, one about an unmet need. State both purposes.

“Can the sets be taken home?” checks the condition.

“What can someone do if sharing does not work for me?” checks an unmet need.

- 2** Paraphrase the facts about turning the volunteer’s observation into a promise.

Pairs share six supervised sets among twelve learners during the workshop only.

One volunteer observed that the first group managed well.

- 3** Does the reply establish that all future learners’ needs are met? Explain and name useful missing information.

No. One group’s experience does not establish every future need.

We need information about alternatives for learners who cannot use the shared arrangement.

P2 Extension: test a reassuring claim

Original fictional scenario

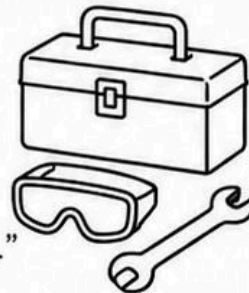
Proposal: “The club will lend tools so all beginners can take part.”

Dialogue:

Pupil: “How does the loan work?”

Respondent: “Twelve learners work in pairs with six supervised sets. Bookings record who needs a set. Sets are for the workshop only, not home.”

Volunteer: “Our first twelve learners managed well in pairs.”



- 1 Compare “Did the first group manage?” with “What happens if a learner cannot use the shared arrangement?” What different information can they supply?

- 2 Explain how an available alternative and not confirmed alternative would change “all beginners can take part”.

- 3 Write an accurate 70–100-word report to a visiting coordinator. Attribute the observation and retain the loan limit. State a useful next question.

P2 Extension: test a reassuring claim

Original fictional scenario

Proposal: "The club will lend tools so all beginners can take part."

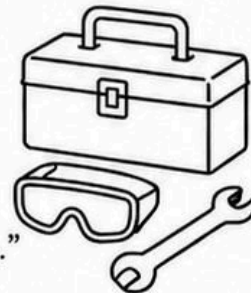
Dialogue:

Pupil: "How does the loan work?"

Respondent: "Twelve learners work in pairs with six supervised sets.

Bookings record who needs a set. Sets are for the workshop only, not home."

Volunteer: "Our first twelve learners managed well in pairs."



- 1 Compare "Did the first group manage?" with "What happens if a learner cannot use the shared arrangement?" What different information can they supply?

"Did the first group manage?" checks one past group. The other question investigates a possible future need that the first reply cannot settle.

- 2 Explain how an available alternative and no confirmed alternative would change "all beginners can take part".

An appropriate confirmed alternative could support participation for that need. With no alternative confirmed, the universal claim remains unproven.

- 3 Write a accurate 70–100-word report to a visiting coordinator. Attribute the observation and retain the loan limit. State a useful next question.

The club has six supervised sets for a workshop group of twelve learners. Pairs share each set, and bookings record who needs equipment. The sets are borrowed during the workshop only and cannot be taken home. A volunteer reported that the first twelve learners managed well in pairs. This describes that group's experience, rather than proving that every future learner's needs will be met. I would ask what arrangements are possible for someone who cannot use the shared setup. Transport is also not stated, so it should not be promised.

P3 Support: check “everyone”

Claim: “Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Dialogue:

Pupil: “Who was asked?”

Respondent: “Ten pupils. Seven preferred illustrated stories and three preferred mixed formats. Only this group was asked. Reasons and access needs were not recorded. The budget and current collection are not supplied.”



1 Choose a useful question:

A “Who else was asked?”

B “Is reading nice?”

Explain why.

2 Choose the faithful summary:

A “Everyone chose illustrated stories.”

B “Seven of this group preferred illustrated stories.”

Explain why the other is misleading.

3 Finish: “This supports It does not show A next useful question is”

P3 Support: check “everyone”

Claim: “Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Dialogue:

Pupil: “Who was asked?”

Respondent: “Ten pupils. Seven preferred illustrated stories and three preferred mixed formats. Only this group was asked. Reasons and access needs were not recorded. The budget and current collection are not supplied.”



1 Choose a useful question:

A “Who else was asked?”

B “Is reading nice?”

Explain why.

A checks whether other pupils' views are known.

2 Choose the faithful summary:

A “Everyone chose illustrated stories.”

B “Seven of this group of ten preferred illustrated stories.”

Explain why the other is misleading.

B preserves the group and result. A erases three different preferences and claims more people than were asked.

3 **Finish:** “This supports It does not show A next useful question is”

This supports a preference held by seven of these ten pupils. It does not show the best collection change. A next useful question is: What reasons and access needs should we consider?

P3 Core: test the evidence

Original fictional scenario

Claim: “Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Dialogue:

Pupil: “Who was asked?”

Respondent: “Ten pupils. Seven preferred illustrated stories and three preferred mixed formats. Only this group was asked. Reasons and access needs were not recorded. The budget and current collection are not supplied.”



- 1** Write two respectful questions: one about who was asked and one about what would justify “best”. Explain each purpose.

- 2** Paraphrase the result without “everyone”.

- 3** Write a qualified 70–100-word summary. Include what is supported, a limit and a useful next evidence step.

P3 Core: test the evidence

Original fictional scenario

Claim: “Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Dialogue:

Pupil: “Who was asked?”

Respondent: “Ten pupils. Seven preferred illustrated stories and three preferred mixed formats. Only this group was asked. Reasons and access needs were not recorded. The budget and current collection are not supplied.”



- 1 Write two respectful questions: one about who was asked and one about what would justify “best”. Explain each purpose.

“Were pupils outside this group asked?” checks scope.

“What information about needs, costs and the current books supports the best plan?” checks the decision evidence.

- 2 Paraphrase the result without “everyone”.

Seven of the ten pupils in this group preferred illustrated stories.

Three preferred mixed formats.

- 3 Write a qualified 70–100-word summary. Include what is supported, a limit and a useful next evidence step.

The feedback gives us the preferences of one group of ten pupils. Seven preferred illustrated stories and three preferred mixed formats. It therefore supports saying that most of this group preferred illustrated stories, but not that everyone did. Only this group was asked, and their reasons and access needs were not recorded. We also lack information about the budget and current collection. Before calling a collection change the best plan, I would seek wider views, ask about reasons and needs, and check what books and funds are already available.

P3 Extension: judge question and conclusion

Claim: “Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Dialogue:

Pupil: “Who was asked?”

Respondent: “Ten pupils. Seven preferred illustrated stories and three preferred mixed formats. Only this group was asked. Reasons and access needs were not recorded. The budget and current collection are not supplied.”



- 1 Compare “Did most of the group choose illustrated stories?” with “Why did pupils choose each format?” Explain what each can and cannot establish.

- 2 How would a range of reasons versus no recorded reasons change what you recommend asking next?

- 3 Write a 70-100-word qualified summary for the librarian. Evaluate “everyone” and “best”, preserve attribution and avoid a reading-improvement claim.

P3 Extension: judge question and conclusion

Claim: “Everyone wants more illustrated stories, so changing the library collection is the best plan.”

Dialogue:

Pupil: “Who was asked?”

Respondent: “Ten pupils. Seven preferred illustrated stories and three preferred mixed formats. Only this group was asked. Reasons and access needs were not recorded. The budget and current collection are not supplied.”



- 1 Compare “Did most of the group choose illustrated stories?” with “Why did pupils choose each format?” Explain what each can and cannot establish.

The first confirms this group’s result. The second asks for reasons. Neither alone establishes other pupils’ views or the best collection change.

- 2 How would a range of reasons versus no recorded reasons change what you recommend asking next?

Recorded reasons could guide a targeted question about needs. With no reasons recorded, I would just ask why pupils chose their formats rather than invent an explanation.

- 3 Write a 70–100-word qualified summary for the librarian. Evaluate “everyone” and “best”, preserve attribution and avoid a reading-improvement claim.

The respondent describes a fictional feedback group of ten pupils. Seven preferred illustrated stories and three preferred mixed formats. This is a limited report of preferences, so ‘everyone’ overstates it. The claim that changing the collection is ‘best’ also needs more information. We do not know pupils’ reasons or access needs, the current collection or the budget. These preferences do not measure reading improvement. I would ask pupils to explain their choices and seek other views, then check the collection and budget before drawing a stronger conclusion.

Inquiry workshop: setup and worked turn

Year 6 | All examples are original fictional scenarios



Setup

Prepare: cut proposal and respondent cards apart. Keep checks with the checker. Give each group 3–4 learners, a mat, goal cards and an individual record.



Practice options

Support: two contexts / six cases, read aloud and offer choices.

Core: four contexts / twelve cases.

Extension: all six / eighteen, plus explain how different answers would change the conclusion.



How to run the inquiry

First show only the proposal to the questioner. Select an inquiry goal. Ask, listen, follow up and confirm. Record before opening the check. Compare meaning, not exact wording. Reset with the next goal and rotate roles. Retry a misleading summary calmly.



Worked example: puzzle club

Proposal: “Our puzzle club is open after school.”

Respondent facts:

- Wednesday, 3:15–3:45 pm.
- Ten places.
- Booking required.
- Puzzle sheets supplied.
- No other sessions confirmed.

Training conversation: six turns

Turn	Speaker	Exact words	Recorded effect
1	Questioner	“Which day, time, and how many to book?”	Purpose: find key details (day, time, booking).
2	Respondent	“Wednesday, 3:15–3:45 pm. There are ten places and booking is required.”	Reply: gives day, time, number of places and booking requirement.
3	Questioner	“What will I need?”	Purpose: check equipment needed.
4	Respondent	“We supply the puzzle sheets.”	Reply: explains what is provided.
5	Questioner	“So I book one of ten places and bring no puzzle sheets. Is that right? Are other days planned?”	Purpose: confirm understanding and check for more sessions.
6	Respondent	“Yes. Other sessions are not confirmed.”	Reply: confirms summary and clarifies no other sessions.



Record the final conclusion

Record the purpose, reply, accurate paraphrase and effect:

“Open after school” means one booked Wednesday session, not every afternoon.



Remember

No race. Everyone takes a questioner turn and makes their own reasoning moves.

Four cut-out role cards



QUESTIONER

See only the proposal first.
Name the missing meaning or detail.
Ask a useful question.
Use a reply to ask a follow-up, paraphrase and explain what changed.
Record your own reasoning.



RESPONDENT

Use only the fact card.
Give the needed facts clearly.
Say "That is not stated" if an answer is unknown.
Do not show your card before the inquiry.



LISTENER

Listen for meaning.
Notice a condition, link or a misunderstanding.
After the first records, quote a reply that helped.
Do not answer for the questioner.



CHECKER

Keep the check bank closed until the individual record is complete.
Accept different questions that serve the same purpose and accurate paraphrases.
Compare facts, conditions and unknowns.



Rotate after every case. In a group of three, listener also checks afterwards. Pause time is allowed. Never score loudness, accent, eye contact or speed.

Shared exhibit table: proposal

Our club is planning an afternoon exhibit for the models made by pupils. The invitation says, “Every maker will have a display space all afternoon.”

Makers are being asked to register their model before the event. A visitor reading this invitation might expect to see every registered model whenever they arrive.

You want to understand exactly how the display will work before passing the invitation to friends. Ask the organiser for details. The invitation does not explain the timetable, the number of spaces or how models will rotate.



Before seeing the fact card: What meaning or information is missing? Choose one goal from the mat. Ask your own question, listen and follow up. Record your reply-use before opening the check. Do not invent a detail.

Shared exhibit table: facts and checks

Year 6
Original fictional
scenario

RESPONDENT: do not show this card first

One table holds six models at a time.
Twelve makers register.
Rotations occur at 1 pm and 2 pm.
The supervised opening runs from 1 to 3 pm.
No collection arrangements are supplied.
The card does not specify which maker receives which rotation.

Answer from these facts only. Say 'That is not stated' where appropriate.



Cut here

CHECKER BANK: open only after the individual respondent has answered

1 Case 1

Question:

Does every model stay out all afternoon?

Reply:

Only six models fit at a time, with twelve makers and rotations at 1 and 2 pm.

Paraphrase/limit:

Every model cannot be assumed to be visible throughout.

Useful follow-up:

Which rotation is my model assigned to?

2 Case 2

Question:

How will makers use the table?

Reply:

The opening is 1–3 pm, supervised, with rotations at 1 and 2 pm.

Paraphrase/limit:

The exact maker allocation is not given.

Useful follow-up:

How will the organiser assign the six spaces?

3 Case 3

Question:

So models rotate during the opening. Is that right?

Reply:

Yes. Six can be displayed at once, not all twelve.

Paraphrase/limit:

Collection arrangements are unknown.

Useful follow-up:

When and how are models collected?

Other precise or open questions are accepted if they meet the same need and preserve these facts. A vague "Why?" without its subject is insufficient. Do not reward an invented reassurance.

Cut the three goal cards from the top. Keep the mat below.

✂	✂	✂
1	2	3
Case 1: Clarify what “every maker” and “all afternoon” mean together.	Case 2: Ask how the rotations work.	Case 3: Paraphrase real access and ask one useful remaining question.

Inquiry mat

- 1** Name the missing information. 
- 2** Ask a useful question and follow-up. 
- 3** Listen. Paraphrase and confirm. 
- 4** Test condition, assumption or evidence limit. 
- 5** Explain what changed and what remains unknown. 

Record your own reasoning on the individual sheet before the checker opens the bank. Then rotate roles and use the next goal. Pause, retry and accept useful alternative wording.



Support: 2 contexts / 6 cases.

Core: 4 / 12.

Extension: 6 / 18, plus alternative-answer consequences.

Welcome guide trial: proposal

The welcome team has made a draft guide to help newcomers find two locations. Its notice says, “The new guide is easy for newcomers.”

The team wants to use that claim on a welcome poster. You will ask about the trial before deciding whether the wording is supported.

A guide can be helpful without working in exactly the same way for every person. The notice does not tell you who tried the draft, what they were asked to do or whether anyone needed help.

Find out and then revise the claim carefully.



Before seeing the fact card:

What meaning or information is missing?

Choose one goal from the mat. Ask your own question, listen and follow up. Record your reply-use before opening the check. Do not invent a detail.

Welcome guide trial: facts and checks

Year 6 | Original fictional scenario

RESPONDENT: do not show this card first

Answer from these facts only. Say “That is not stated” where appropriate.

Five volunteers used the draft guide. Four found two locations.
One needed help.

No other information about access, ages or languages
was gathered.

The card does not explain why the person needed help.

This does not mean the draft is useless.



Cut here to separate the cards

CHECKER BANK: open only after the individual record

4

Question:	What did volunteers do to test the guide?
Reply:	Five used a draft. Four found two locations and one needed help.
Paraphrase/limit:	The check concerns finding the locations in this trial.
Useful follow-up:	What feedback did volunteers give?

5

Question:	Who used the guide?
Reply:	Five volunteers. No other access, age or language data were gathered.
Paraphrase/limit:	Do not infer the needs or identity of the person needing help.
Useful follow-up:	Who else should try the guide?

6

Question:	Does this show it is easy for every newcomer?
Reply:	Four of five found the locations. One needed help.
Paraphrase/limit:	The trial does not establish every newcomer's experience.
Useful follow-up:	What could be checked with a wider range of newcomers?

Other precise or open questions are accepted if they meet the same need and preserve these facts.
A vague “Why?” without its subject is insufficient.
Do not reward an invented reassurance.

4

Case 4:

Ask how “easy”
was checked.



5

Case 5:

Clarify who
the evidence
concerns.



6

Case 6:

Challenge
a universal
conclusion and
summarise
the result.



Inquiry mat

1

Name the missing information.

2

Ask a useful question and follow-up.

3

Listen, Paraphrase and confirm.

4

Test a condition, assumption or evidence limit.

5

Explain what changed and what remains unknown.



Record your own reasoning on the individual sheet before the checker opens the bank. Then rotate roles and use the next goal. Pause, retry and accept useful alternative wording.

Support: 2 contexts / 6 cases.

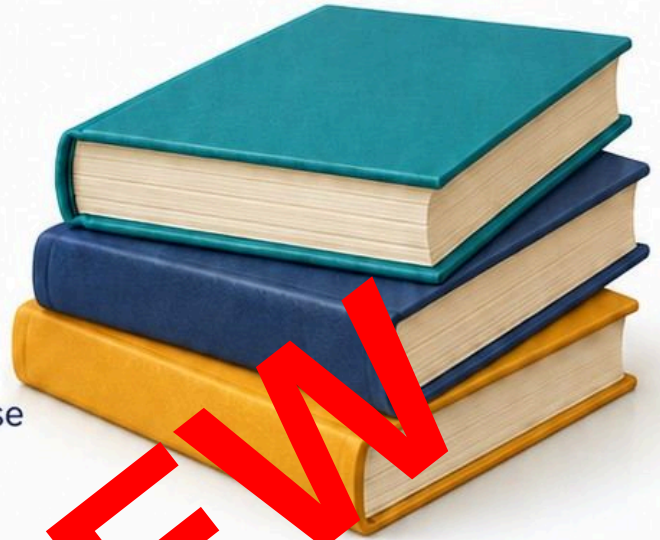
Core: 4 / 12.

Extension: 6 / 18, plus
alternative-answer consequences.

Book swap invitation: proposal

The reading club is arranging a book swap. Its invitation says, “Bring a book and take a new one.” You are thinking about joining and want to explain the offer accurately to another pupil.

The word “new” can mean newly printed, unused or simply different from the book you brought. The invitation does not say which meaning applies. It also leaves out the condition a book must meet and whether a chosen title will be available. Ask about those details without assuming a promise that the organisers have not made.



Before seeing the fact card: What meaning of information is missing?

Choose one goal from the mat. Ask your own question, listen and follow up. Record your reply-use before opening the check. Do not invent a detail.

PREVIEW

Book swap invitation: facts and checks



RESPONDENT: do not show this card first

Each participant may exchange one suitable used book for another used book.
 Inspection checks completeness.
 No brand-new books are promised.
 There is no supply guarantee for a particular title.
 The card does not define other suitability criteria.
 No price promise or home-finance information is supplied.

Answer from these facts only. Say 'That is not stated' where appropriate.



Cut here to detach

CHECKER BANK: open only after the individual record.

7

Question: By "new", do you mean brand new to me?
Reply: Another used book, not guaranteed brand-new one.
Paraphrase/limit: New to the participant does not mean newly printed.
Useful follow-up: What books are available at the swap?

8

Question: What condition must my book meet?
Reply: It must be a suitable used book, inspected for completeness.
Paraphrase/limit: Other suitability criteria are not stated.
Useful follow-up: What else makes a book suitable?

9

Question: So I can swap one suitable used book, but a title is not guaranteed?
Reply: Yes. One used book for another used book.
Paraphrase/limit: Do not promise a specific title.
Useful follow-up: How can I find out what choices will be available?

Other precise or open questions are accepted if they meet the same need and preserve these facts. A vague "Why?" without its subject is insufficient. Do not reward an invented reassurance.

Book swap invitation: goal cards and mat

Year 6 | Original fictional scenario

Year 6 | Cut the three goal cards from the top. Keep the mat below.

✂

7

Case 7:
Clarify what
“new” means.



✂

8

Case 8:
Ask what condition
a book must meet.



✂

9

Case 9:
Paraphrase the limits
and ask a useful
follow up.



Inquiry mat

1 Name the missing information. 	2 Ask a useful question and follow up. 	3 Listen. Paraphrase and confirm. 	4 Test a condition, assumption or evidence limit. 	5 Explain what changed and what remains unknown. 
--	---	--	---	---

Record your own reasoning on the individual sheet before the checker opens the bank.
Then rotate roles and use the next goal. Pause, retry and accept useful alternative wording.

Support: 2 contexts / 6 cases. **Core:** 4 / 12. **Extension:** 6 / 18, plus alternative-answer consequences.

Recording club session: proposal

The recording club has put up a notice about using its equipment. It says, “You can record with our equipment whenever you like.”

You want to understand how a pair of learner can join a session.

A phrase such as “whenever you like” might suggest unrestricted access, yet clubs often use a booking timetable and supervision. Do not settle that uncertainty by guessing. Ask for the actual days, times and use conditions, then explain the other in words a classmate could act on.

This is a personal card inquiry, not a recording activity.

Before seeing the fact card: What meaning or information is missing? Choose one goal from the mat. Ask your own question, listen and follow up. Record your reply-use before opening the check. Do not invent a detail.



Recording club session: facts and checks



RESPONDENT: do not show this card first

Supervised bookings are Tuesday and Thursday from 3 to 4 pm.
 Each pair has one twenty-minute slot.
 Four microphones are available.
 There is no unsupervised access.
 The booking method is not supplied.
 Do not collect recordings, accounts or private information.

Answer from these facts only. Say 'That is not stated' where appropriate.



CHECKER BANK: open only after the individual record.

Case 10

Question: Which days and times can a pair book?
Reply: Tuesday or Thursday, 3–4 pm, under supervision.
Paraphrase/limit: No, any day or time.
Useful follow-up: How can we make a booking?

Case 11

Question: How will pairs use the equipment?
Reply: One twenty-minute slot per pair, with four microphones available.
Paraphrase/limit: The method for making a booking is not stated.
Useful follow-up: Who records the bookings?

Case 12

Question: Does “whenever” include unsupervised access?
Reply: No. Supervised bookings only at the stated times.
Paraphrase/limit: Unrestricted use is not offered.
Useful follow-up: Are any additional supervised sessions planned?

Other precise or open questions are accepted if they meet the same need and preserve these facts. A vague “Why?” without its subject is insufficient. Do not reward an invented reassurance.

Recording club session: goal cards and mat

Year 6 | Cut the three goal cards from the top. Keep the mat below.



10 Case 10

Confirm the exact days and times.





11 Case 11

Ask how pairs book and use the equipment.





12 Case 12

Test “whenever” and summarise the actual condition.



Inquiry mat

1

Name the missing information.



2

Ask a useful question and follow-up.



3

Listen, paraphrase and confirm.



4

Test condition, assumption or evidence limit.



5

Explain what changed and what remains unknown.



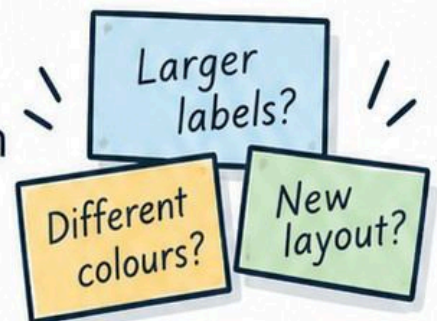
Record your own reasoning on the individual sheet before the checker opens the bank.
Then rotate roles and use the next goal. Pause, retry and accept useful alternative wording.

Support: 2 contexts / 6 cases. **Core:** 4 / 12. **Extension:** 6 / 18, plus alternative-answer consequences.

A project team is discussing labels on a school display. Its proposal says, "The survey proves students want the design changed." The team is considering larger labels, different colours and a new layout. Before treating the sentence as support for every change, you want to know what the survey actually asked and who answered. A result can support one specific change with one supporting several others. Ask the respondent for the recorded question and responses. They describe what this small set of answers establishes and which design ideas still need their own evidence.

Before seeing the fact card:

What meaning or information is missing?
Choose one goal from the mat. Ask your own question, listen and follow up. Record your reply-use before opening the check.
Do not invent a detail.



Year 6 | Original fictional scenario | RESPONDENT: do not show this card first

Twelve pupils responded to the label question.
Eight requested larger labels.
Four preferred the current labels.

No question about colours or layout was asked.
The supplied record concerns label size preferences only.
It does not establish all students' views or a particular redesign.



Answer from these facts only.
Say 'That is not stated' where appropriate.

CHECKER BANK: open only after the individual record.

Case 13

Question:	What did the survey ask pupils about?
Reply:	Label size: whether they wanted larger labels or preferred current labels.
Paraphrase/limit:	Colour and layout were not asked about.
Useful follow-up:	What question would gather views about layout?

Case 14

Question:	What did the twelve respondents say?
Reply:	Eight requested larger labels. Four preferred the current labels.
Paraphrase/limit:	This concerns these twelve responses.
Useful follow-up:	Were pupils outside this group asked?

Case 15

Question:	Does this survey support changing colours too?
Reply:	No colour or layout question was asked.
Paraphrase/limit:	Larger-label preferences do not prove a colour preference.
Useful follow-up:	What evidence would help choose colours or layout?

Other precise or open questions are accepted if they meet the same need and preserve these facts.
A vague "Why?" without its subject is insufficient. Do not reward an invented reassurance.

Year 6

Cut the three goal cards from the top. Keep the mat below.

Case 13

Ask the exact question that was posed.



Case 14

Paraphrase the actual result.



Case 15

Test whether colour or layout changes are supported.



Inquiry mat

- 1 Name the missing information.
- 2 Ask a useful question and follow-up.
- 3 Listen. Paraphrase and confirm.
- 4 Test condition, assumption or evidence limit.
- 5 Explain what changed and what remains unknown.

Record your own reasoning on the individual sheet before the checker opens the bank. Then rotate roles and use the next goal. Pause, retry and accept useful alternative wording.



Support: 2 contexts / 6 cases. Core: 4 / 12. Extension: 6 / 18, plus alternative-answer consequences.

Year 6 | Original fictional scenario | QUESTIONER ONLY

A workshop invitation says, “Everything you need is provided.” A learner wants to know what that means before signing up. The phrase could refer just to making materials or could be mistaken for a promise about the whole day. You will clarify the offer instead of assuming it includes every possible need. You also want to know whether there is a useful choice for someone who prefers not to cut pieces. Ask the respondent about supplied materials and alternatives. Do not ask for personal details or plan an actual practical task.

Before seeing the fact card: What meaning or information is missing? Choose one goal from the mat, ask your own question, listen and follow up. Record your reply, use before opening the check. Do not invent a detail.



Year 6 | Original fictional scenario

RESPONDENT: do not show this card first

Paper and glue are supplied.
Scissors are shared with adult supervision.
Learners may choose pre-cut pieces.
Transport and lunch are not provided.
Other materials or arrangements are not stated.
This unit discusses fictional cards and does not require scissor use.



Answer from these facts only.
Say 'That is not stated' where appropriate.

✂ Cut here

CHECKER BANK: open only after the individual record.

Case 16

Question:

Does "everything" include transport and lunch?

Reply:

No. Paper and glue are supplied, with shared supervised scissors.

Paraphrase/limit:

The promise concerns listed materials.

Useful follow-up:

What other materials, if any, are needed?

Case 17

Question:

What can a learner choose instead of cutting?

Reply:

Pre-cut pieces are available.

Paraphrase/limit:

This is a stated option, not an inferred one.

Useful follow-up:

How can a learner request pre-cut pieces?

Case 18

Question:

So listed making materials are provided, but no transport or lunch?

Reply:

Yes. Pre-cut pieces are an option.

Paraphrase/limit:

The request process and other arrangements are unstated.

Useful follow-up:

How do learners choose their materials?

Other precise or open questions are accepted if they meet the same need and preserve these facts. A vague "Why?" without its subject is insufficient.
Do not reward an invented reassurance.

Case 16:

Clarify “everything”
in context.



Case 17:

Ask about a
workable alternative
to cutting.



Case 18:

Give a qualified
summary and
name an unknown.



Inquiry mat

1

Name the missing information.

2

Ask a useful question and follow-up.

3

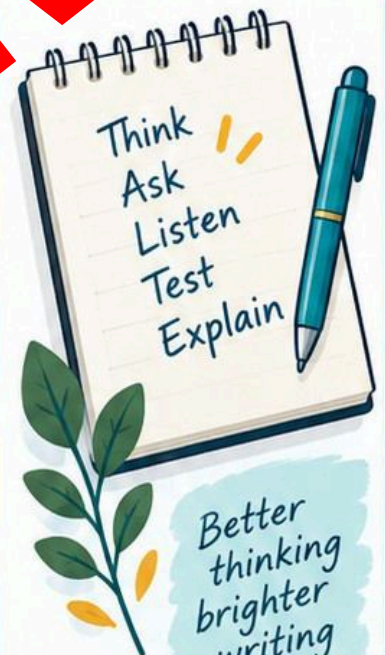
Listen. Paraphrase and confirm.

4

Test a conclusion, assumption or evidence limit.

5

Explain what changed and what remains unknown.



Record your own reasoning on the individual sheet before the checker opens the bank. Then rotate roles and use the next goal. Pause, retry and accept useful alternative wording.

Support: 2 contexts / 6 cases. **Core:** 4 / 12. **Extension:** 6 / 18, plus alternative-answer consequences.

Inquiry workshop: individual record

Year 6 | Name: _____ | Context: _____ | Case: _____

1 My exact question and why I asked it

2 The actual reply and my useful follow-up

3 My paraphrase and how I checked it

4 What the reply changes about the proposal and what is still unknown

PREVIEW

Inquiry workshop: individual record

Year 6 | Name: ANSWERS | Context: Book swap | Case: 7

1 My exact question and why I asked it

"By new, do you mean unused or new to me?"

I need to know what kind of book is promised.

2 The actual reply and my useful follow-up

"Another used book, not a brand-new one."

Follow-up: "Can I be sure of getting a particular title?"

3 My paraphrase and how I checked it

"So new means another used book. A specific title is not guaranteed. Is that correct?" The respondent confirms.

4 What the reply changes about the proposal and what is still unknown

I first thought new meant unused. Now I know it is a used-book swap. I still need to know which books will be available.

Poster proofreading: transfer cards

Year 6 | Original fictional transfer | CUT APART

QUESTIONER:



Our community notice says, “The poster has been checked, so every detail is correct.” We want to display it tomorrow. Before passing on this claim, find out what was actually checked. The check may have covered words without checking event arrangements. Ask useful questions, preserve the reply and explain which part of the claim is supported. This is a fresh fictional card task. Do not treat proofreading check as a promise that the event information is complete.



RESPONDENT



Two pupils checked spelling and punctuation on the draft poster. They corrected three spelling errors. The venue booking and start time were not checked. The organiser has not confirmed the start time. No other review is recorded. The supplied evidence does not establish that every detail is correct.

Answer only from these facts. Keep the fact card hidden until the learner's record is complete. This transfer is separate from the assessment.

Poster proofreading: independent record

Year 6 | Name: _____

Use the separate transfer cards.



1 My question and purpose

2 Actual reply, follow-up and faithful paraphrase

3 What is supported? What stays unknown? How did my understanding change?

PREVIEW

Poster proofreading: independent record

Year 6 | Name: ANSWERS



Use the separate transfer cards.

1 My question and purpose

"Which details were checked?" I need to know whether proofreading covered event facts.

2 Actual reply, follow-up and faithful paraphrase

Two pupils checked spelling and punctuation and corrected three spelling errors. Venue booking and start time were not checked.

Follow-up: "Is the start time confirmed?"

Reply: "No."

Paraphrase: "The writing was checked, but event arrangements remain uncertain."

3 What is supported? What stays unknown? How did my understanding change?

The spelling and punctuation check is supported. 'Every detail is correct' is not. The start time and venue booking still need checking. I now understand proofreading is narrower than a full event check.

Fresh assessment: questioner card

Year 6 | Original fictional scenario dates, not a real event

Community discovery walk

“Everyone can join our walk next weekend.
Visitors proved our route helps everyone learn.”



You are asking the organiser about this invitation. Decide what you need to know. Ask useful questions, listen and respond to the answers. Explain your revised understanding afterwards.

Use your own questions and reasoning. You may speak, write, point to a question you chose or use a scribe for your own message. The respondent has a fact card you have not seen.

Keep your individual record. Do not look at the respondent card or model answers before your inquiry.

This is a classroom inquiry using cards. No actual outing is required.

Fresh assessment: respondent card



Year 6 | Original fictional scenario | **Keep away** from questioner until after assessment

Fictional event: Saturday 16 May 2026, 1–2 pm. There are 15 places booked in advance. Any interested pupil may apply. The first 15 bookings are accepted. Three guides each lead five pupils on a 45-minute route. Ten visitor response cards from a previous trial: seven reported enjoying it and three requested more time. These are the only feedback records. Attendance total, learning measures, transport, weather arrangements and route access information are not supplied.

Neutral instructions

Answer only the learner's question using these facts. Do not supply an unasked clue, less than to a particular question or invent reassurance. Say "That is not stated" when needed. Confirm a faithful paraphrase. If a paraphrase changes a fact, repeat the relevant fact without completing the learner's reasoning.

Record each learner's own active turn. If evidence is insufficient, use a second short inquiry with a different unasked part of this card. Do not give credit for a classmate's reasoning or a prepared monologue.

Fresh inquiry: pupil record

Year 6 | Name: _____

Community discovery walk | Complete after your own inquiry.



1 My exact questions and purposes

2 Actual replies and my faithful paraphrase/confirmation

3 One claim the facts support and one assumption or limit I tested

4 What is unresolved, and how did the replies change my understanding?

PREVIEW

Fresh inquiry: pupil record

Year 6 | Name: ANSWERS

Community discovery walk | Complete after your own inquiry.



1 My exact questions and purposes

"How are places booked and groups organised?" checks actual participation.

"What was recorded about learning?" tests the learning claim.

2 Actual replies and my faithful paraphrase/confirmation

First fifteen bookings are accepted. Three guides each lead 15 pupils for forty-five minutes. Ten response cards received seven enjoying it and three wanting more time.

Paraphrase: "Places are limited and these responses report enjoyment or time, not measured learning. Is that right?"

3 One claim the facts support and one assumption or limit I tested

Any interested pupil may apply but a place is not guaranteed. The claim that the walk helps everyone learn is not established by these ten feedback cards.

4 What is unresolved, and how did the replies change my understanding?

Other visitors' views, learning measures and route access remain unknown. I thought everyone could attend and learning was proved. Now I understand limited bookings and limited feedback. I would ask what evidence could check learning.

Fresh inquiry: teacher observation

Year 6 | Learner name: _____ | Date: _____ | Observer: _____

1 Exact observed questions, purposes and useful follow-up

2 Reply used, paraphrase and confirmation evidence

3 Assumption/evidence limit tested and revised understanding

4 Each criterion level, access used, feedback and precise next task

PREVIEW

Fresh inquiry: teacher observation

Year 6 | Learner name: ANSWERS | Date: _____ | Observer: _____

1 Exact observed questions, purposes and useful follow-up

How are places booked and groups organised?

What was recorded about learning?

The second question tests an unsupported learning claim.

2 Reply used, paraphrase and confirmation evidence

Learner preserves first fifteen bookings, groups of five and forty-five in the route.

Confirms feedback reports enjoyment and requests for more.

3 Assumption/evidence limit tested and revised understanding

Rejects guaranteed participation and improved learning for everyone.

Revises the invitation to limited bookings and limited feedback.

4 Each criterion level, access used, feedback and precise next task

Secure in all four criteria if this was independently observed.

Access: respondent read facts aloud on request.

Feedback: accurate limits.

Next task: ask how learning could be checked. A written list alone is insufficient.

Fresh inquiry: peer evidence and reflection

Year 6 | Name: _____

Partner: _____

Peer feedback

- 1 Quote a useful question or paraphrase you actually heard. What did it help check?

- 2 Name one condition or limit the learner preserved. Give one precise next step.

My reflection

- 3 What reply changed my thinking? What changed and what remains unknown?

- 4 My next inquiry move and why it will help

Fresh inquiry: peer evidence and reflection

Year 6 | Name: ANSWERS Partner: _____

Peer feedback

- 1 Quote a useful question or paraphrase you actually heard. What did it help check?

"What was recorded about learning?" helped test whether the visitor cards measured learning.

- 2 Name one condition or limit the learner preserved. Give one precise next step.

The learner kept the fifteen-place limit. Next: ask what information would show learning rather than enjoyment.

My reflection

- 3 What reply changed my thinking? What changed and what remains unknown?

The ten cards reported insights and requests for more time. I changed "proved everyone learns" to "invite feedback about experience". Other visitors' views remain unknown.

- 4 My next inquiry move and why it will help

I will name the uncertain claim when I ask "why", so the respondent knows which evidence I need.

Inquiry rubric: questions and listening

Year 6 | Learner: _____ | Date: _____

Local teaching levels, not official cut scores. Use actual responsive exchange evidence.

Criterion 1: Question and purpose

- Beginning:** Question is unrelated or too vague to identify the needed information.
- Developing:** Question is relevant, but its purpose or needed information is uncertain.
- Secure:** Learner asks a precise or open question to obtain needed meaning or information and explains its purpose.
- Extending:** A purposeful sequence and effective follow-up use replies to resolve a further uncertainty.

Criterion 2: Listen and clarify

- Beginning:** Learner ignores or distorts the reply.
- Developing:** Learner gives a partial summary with prompting, losing a condition or important detail.
- Secure:** Learner accurately paraphrases and confirms the reply, preserving important conditions.
- Extending:** Learner identifies ambiguity and verifies a nuanced interpretation with the respondent.

Observed words/phrases and level:

Access used:

Fixed eye contact, posture, accent, loudness and reading speed never determine attainment.

Inquiry rubric: evaluation and response

Year 6 | Learner: _____ | Date: _____

Criterion 3: Interrogate and evaluate

Beginning	Learner assumes the claim is true without checking it.
Developing	Learner identifies a doubt but does not link it to supplied evidence.
Secure	Learner tests a real assumption or evidence scope and distinguishes supplied information from unknowns.
Extending	Learner weighs whether evidence is sufficient and explains a useful next evidence step.

Criterion 4: Responsive context

Beginning	Learner repeats prepared statements, uses unclear wording without responding to the answer.
Developing	Reply is partly linked to the answer with support.
Secure	Learner makes a clear, specific exchange suited to the audience and explains related understanding.
Extending	Learner adapts wording and questions from the reply while enabling others to participate.

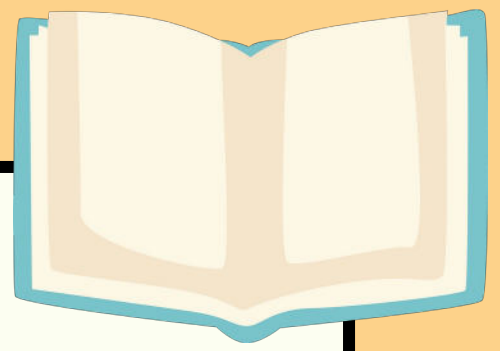
Observed evidence and levels:

Feedback and specific next task:

Secure requires observed meaningful answer-use and Secure evidence in all four criteria. A quiz, written question list or confident monologue alone is insufficient. Accept different accurate inquiry routes. If evidence is missing, observe a second brief turn. Keep this judgement with page 1.

Clarifying and Challenging Ideas Year 6





Our inquiry goal

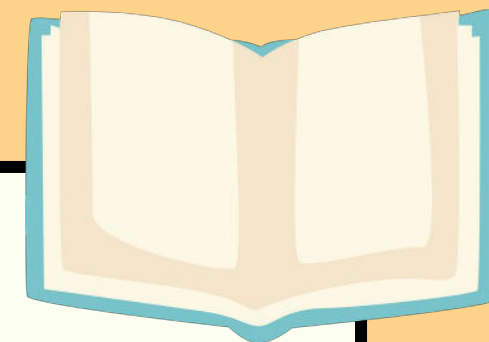
Ask a useful question.

Listen and check the answer.

Test a claim or condition.

Explain what we now understand.





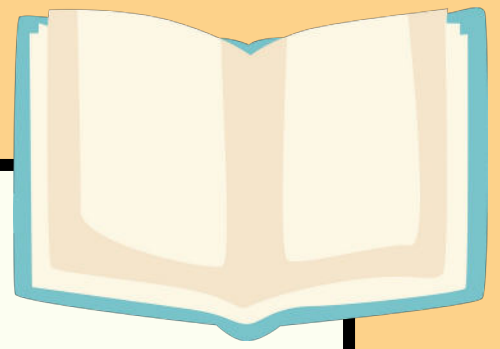
What is missing?

“A making session will be open to everyone soon.”

What would you need to know?

Tell a partner one question and why it would help.





Clear meaning

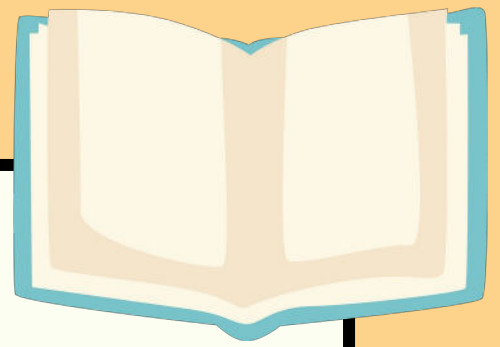
Clarify means check unclear meaning.

“What do you mean by everyone?”

Precise means name the detail you need.

“What day and time is the session?”





Open and closed questions

Closed: "Is booking required?"

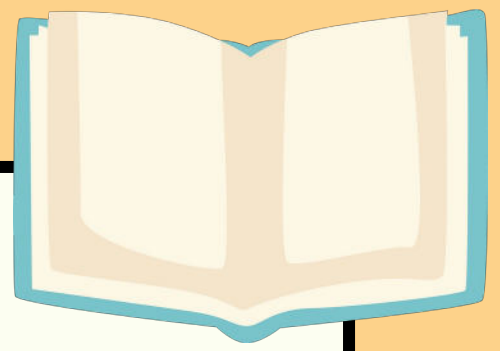
This checks one precise detail.

Open: "What will a beginner need?"

This invites explanation.

Choose the question for your purpose.

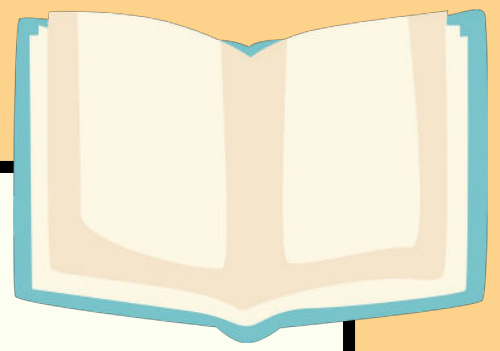




The library proposal

“A making session will be open to everyone school. Materials are ready. You can come with a friend. Original fictional classroom scenarios.”



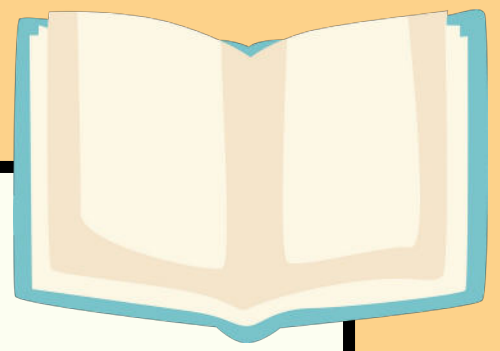


A useful first question

“When you say everyone, do you mean everyone too, and is there a limit?”

What information does this question seek?



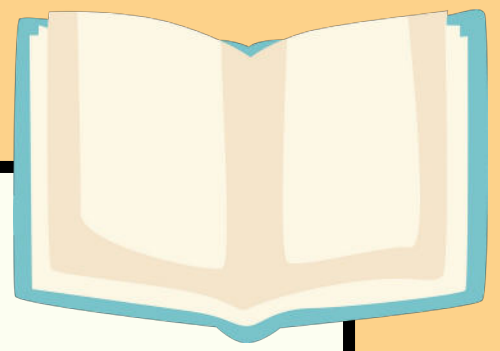


The librarian's reply,

“Beginners are welcome. Each session has eight places. Booking is required.”

What does everyone mean here?





Ask for the precise time

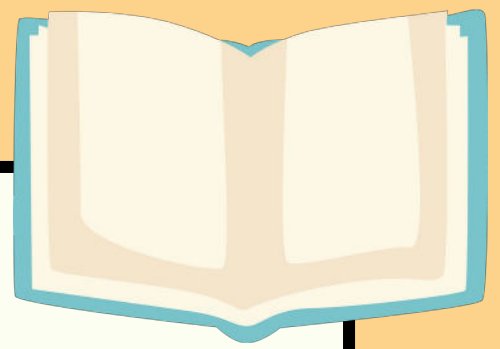
Pupil: "What day and time is the session?"

Librarian: "Saturday 18 April 2026, 10–11 am."

These are fictional scenario dates.



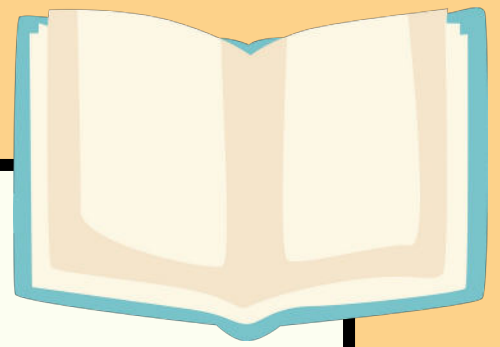
Follow up



Pupil: "What will a beginner need, and is a second session confirmed?"

Librarian: "We supply eight paper kits. Bring no materials. A second session is possible but not booked."





Paraphrase and confirmation

“So beginners can book one of eight places, the kit is supplied and a second session is a certainty. Have I understood?”

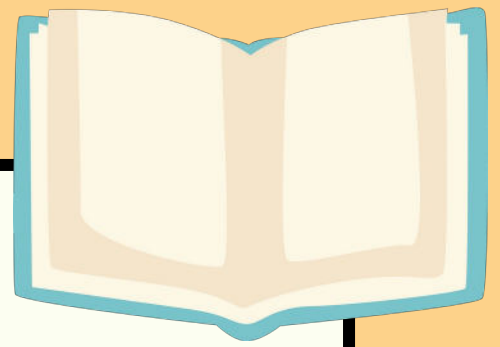
“Yes.”

“What is the way to record interest?”

“That is not stated.”



Repair an assumption

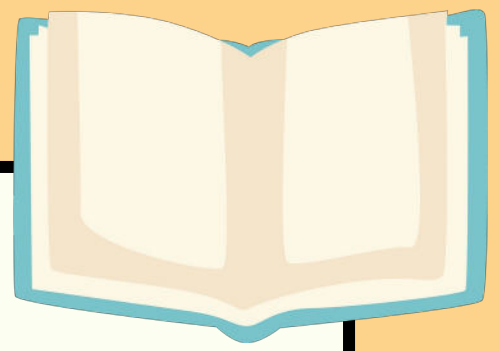


“No booking is needed. Everyone can attend.”

Which reply does this ignore?

Repair: “Beginners are welcome, but there are eight places and booking is required.”





Choose suitable vocabulary

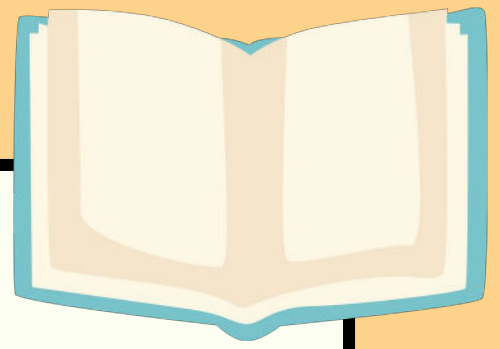
To a friend: "Want to book? They supply kits."

To the librarian: "Could you explain how we can book a place?"

The audience changes your wording.

Keep the facts the same





The equipment offer

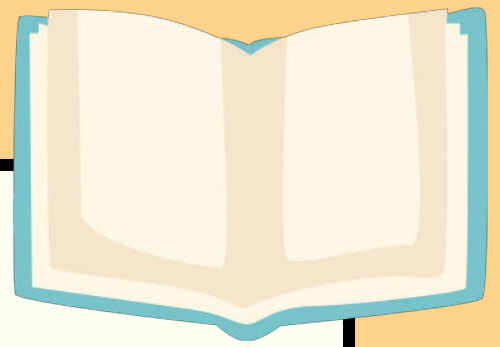
“The club will lend tools so all beginners can take part.”

What might lend mean?

What might all promise?



Check the loan conditions

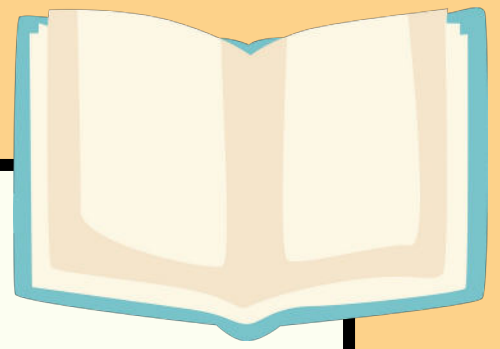


Pupil: "During the workshop or at home too!"

Respondent: "During the supervised workshop only. The sets stay here."

A condition limits the order.





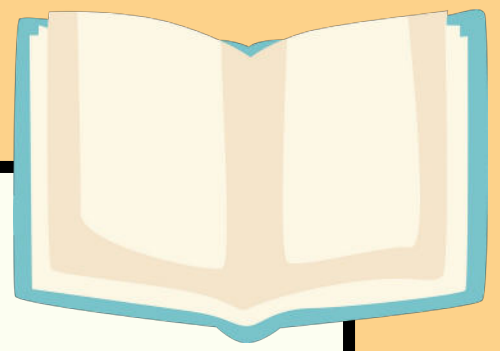
Ask how sharing works

“How will twelve learners use six sets?”

“Pairs share. Bookings record who needs a set.”

A volunteer says the first twelve learners managed well in pairs.





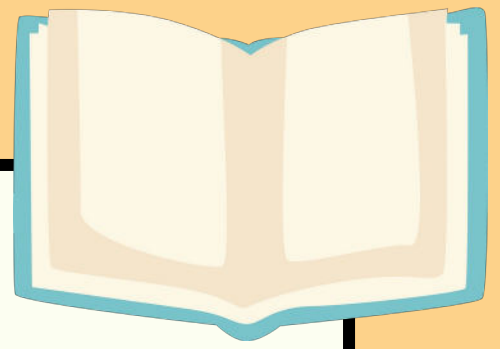
Use the answer

“So pairs share six sets during the workshop, with no take-home loan. Have I understood?”

“That is right.”

What important condition did the pupil keep?





A useful remaining question

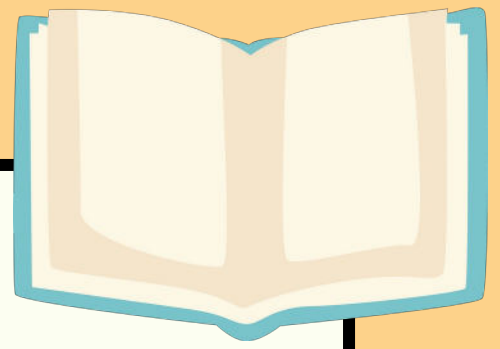
“What if sharing does not work for a learner?”

“An alternative is not stated.”

The first group’s experience does not prove every future need is met.



Unknown means unknown

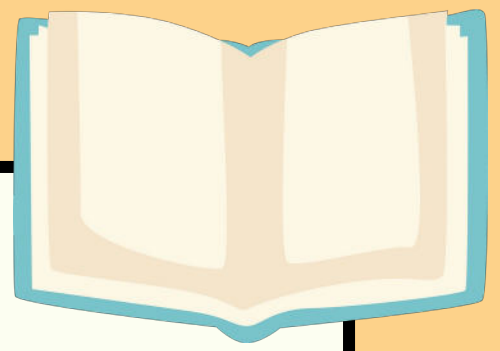


Not stated: transport and alternatives to shopping.

Do not invent a reassuring answer.

Ask what information would help next.



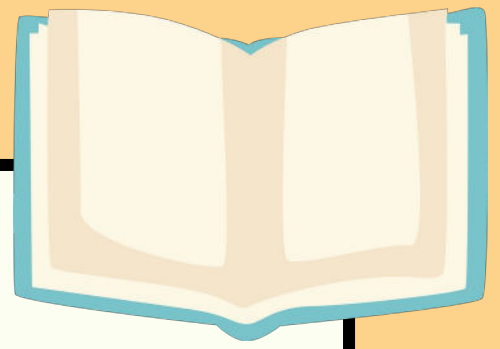


The reading project

“Everyone wants more illustrated stories so changing the library collection is the best plan.”

Which words need checking?





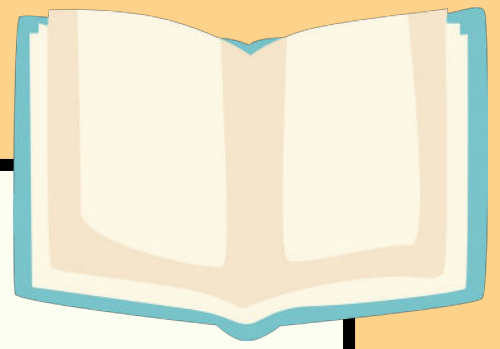
Ask who and what

“Who was asked, and what did they say?”

“Ten pupils. Seven preferred illustrated stories. Three preferred mixed formats.”

Only this group was asked.





Test the scope

“What reasons did they give?”

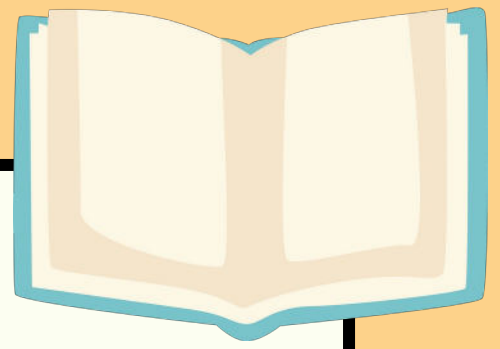
“Reasons were not recorded.”

Access needs were not recorded either.

The result report references not reading improvement.



Challenge respectfully

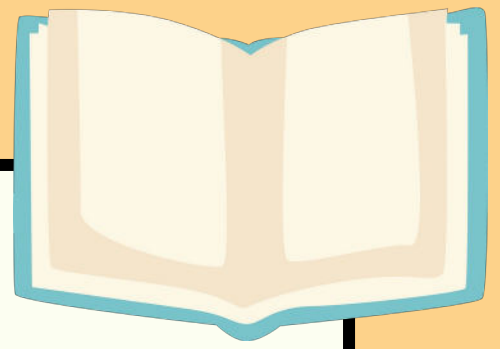


“What shows changing the collection is the best plan?”

“We do not have the budget or current collection details.”

Question the evidence, not the person.





A qualified summary

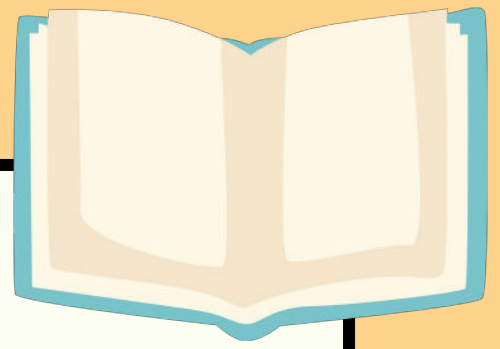
“Most of this group preferred illustrated stories, but not everyone did. We cannot yet call the change the best plan.”

“Is that fair?”

“Yes. Reasons of success and needs would help.”



Enough evidence?



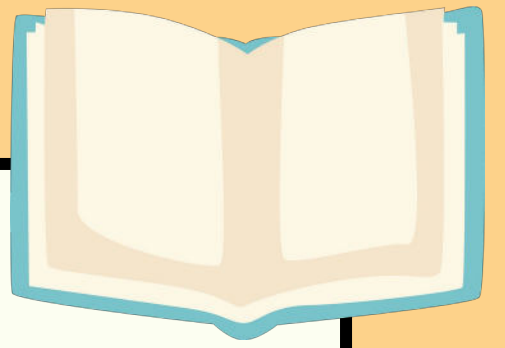
Sufficient means enough for the conclusion.

Ten pupils' preferences tell us about that group.

What else would we need before deciding on a collection change?



Prepare the inquiry workshop



Questioner sees the proposal first.

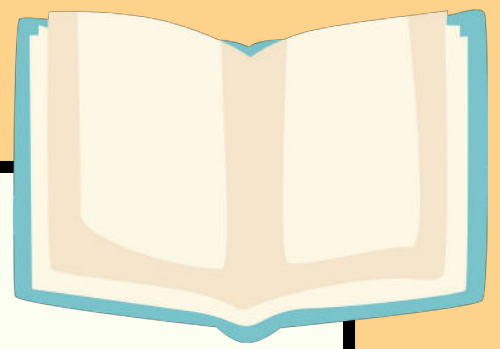
Respondent uses the fact card.

Listener notices meaning.

Checker on the bank after recording.

Rotate after every case.





A fresh training turn

“Our puzzle club is open after school.”

“What day and time, and how do I book?”

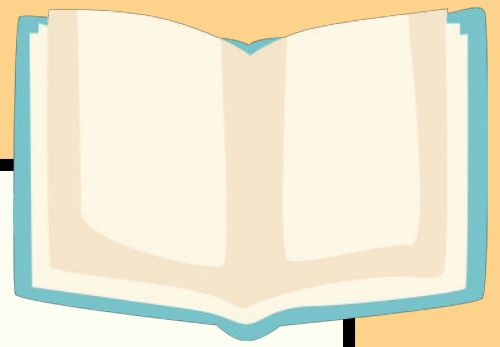
“Wednesday, 3:15–3:45. Ten places. Booking required.”

“What will I need?”

“Puzzle sheets are supplied.”



Finish the training turn

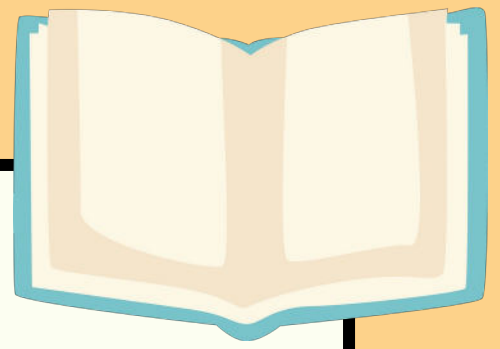


“So I book one of ten places and bring my pupils sheets. Is that right? Are other days planned?”

“Yes. Other sessions are not confirmed.”

What did the answer change about open after school?





Your own record

Write your exact question and its purpose.

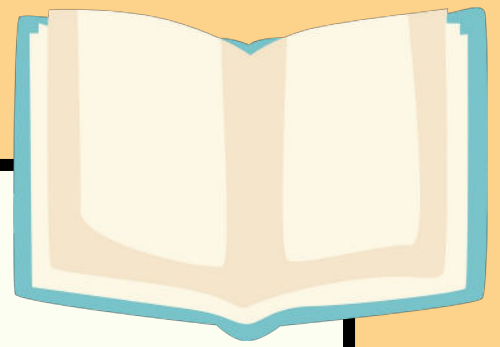
Keep the actual reply.

Paraphrase and confirm a condition.

Explain what has been read and what remains unknown.



Poster proofreading



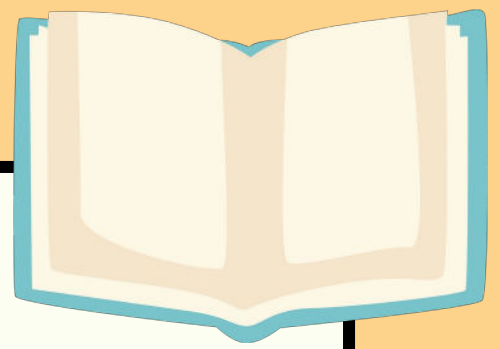
Claim: "The poster was checked, so every detail is correct."

Ask which details were checked

Use the transfer card

Do not assume writing check confirms event arrangements.





Fresh inquiry criteria

Ask for needed meaning or information.

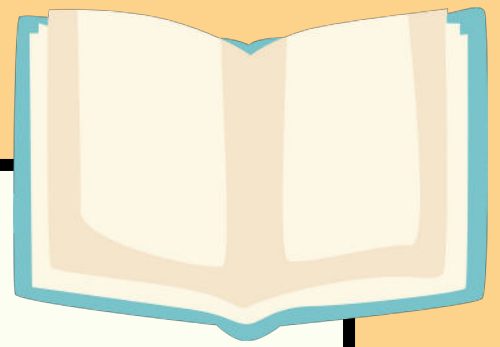
Use the reply and confirm your paraphrase.

Test an assumption or evidence limit.

Explain your revised understanding.

Your own action turn is the evidence.





Reflect on a reply

Which reply changed your thinking?

What condition did you keep?

What is still unknown?

Name your next useful question...





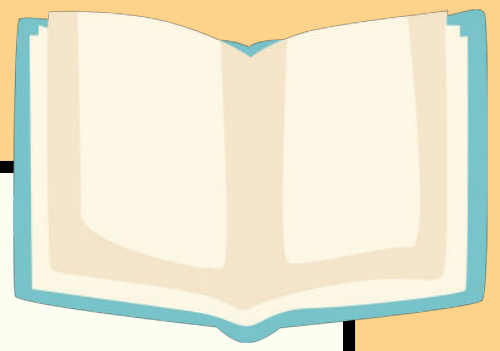
Well Done!



PREFE

Clarifying and Challenging Ideas Year 6 Quiz





Question 1

Meet soon.

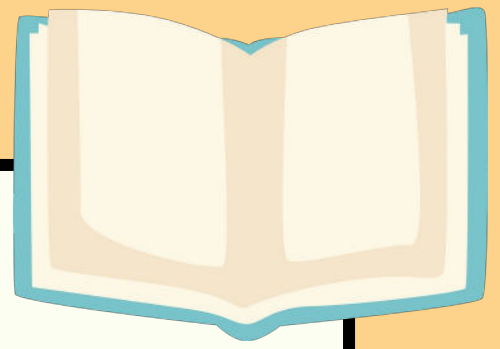
Which question checks the time?

A Is it nice?

B What day and time will we meet?

C Why?



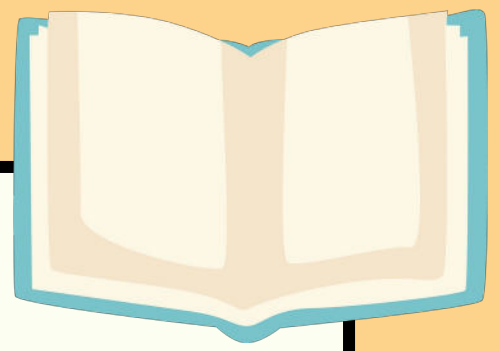


Answer 1

B. "What day and time will we meet?"

It names the missing time





Question 2

Bring something useful.

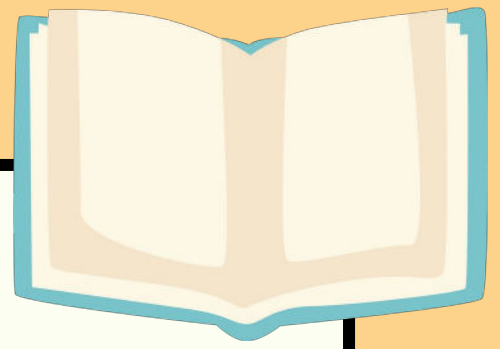
Which question clarifies the prompt?

A Which materials do you mean by useful?

B Is the room big?

C Can I have a ruler?



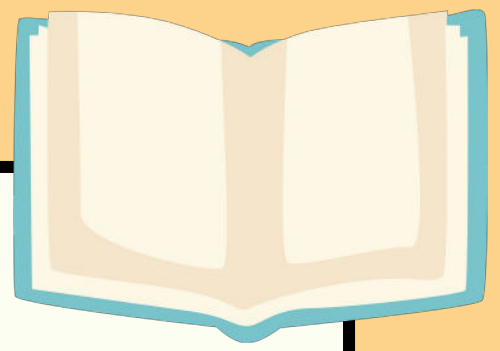


Answer 2

A. "Which materials do you mean by useful?"

It asks what the unclear word means.





Question 3

Which is an open question?

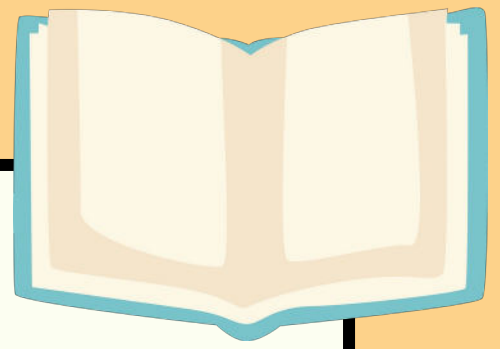
A Is booking needed?

B How will groups use the space?

C Is it on Monday?



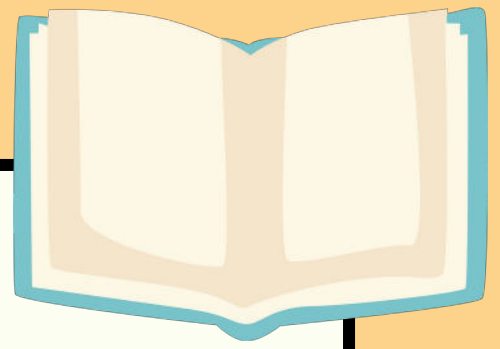
Answer 3



B invites an explanation.

The closed questions can still help check precise details.





Question 11

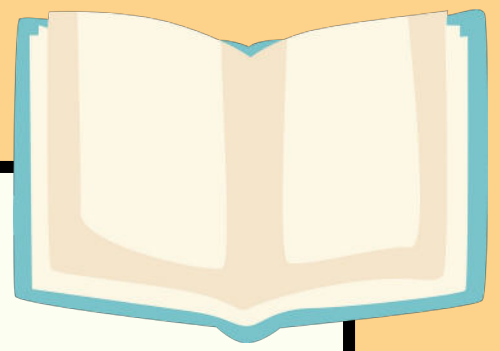
“You may borrow the markers during the session, but they stay here.”

Which paraphrase keeps the condition?

A I can take them home.

B I can use them during the session and leave them here.

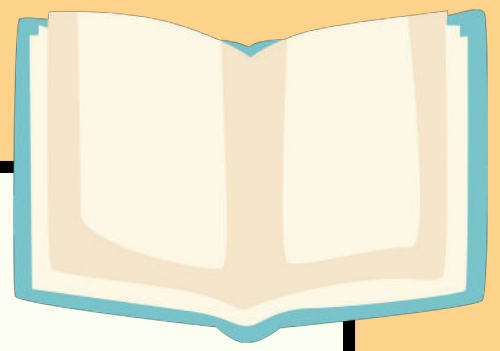




Answer U

B. Use during the session, with no take-home exam.
The condition must stay in the summary.





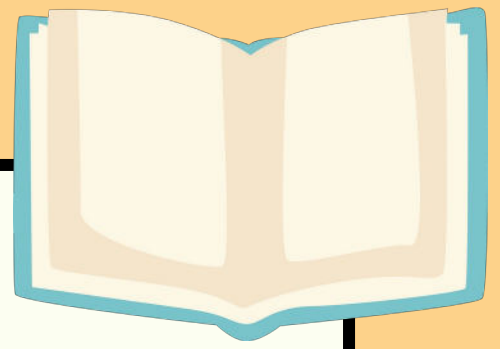
Question 5

“Only four of the six volunteers tried the new wheels.”

Does this show every volunteer tested them?



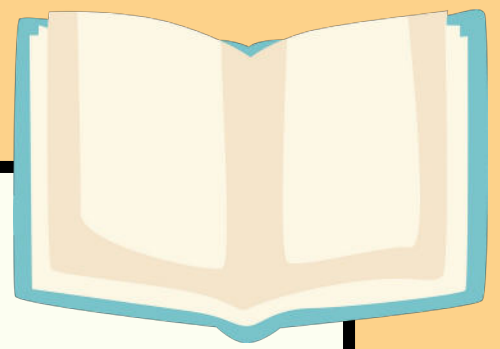
Answer 5



No. Four volunteers tried them.

Do not turn four into every volunteer





Question 6

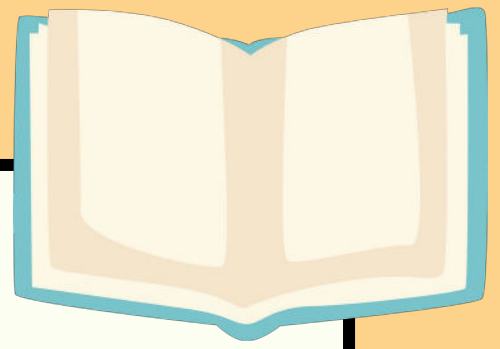
A speaker says the plan worked well.
Which question checks their evidence?

A What happened, and how did you check?

B Are you always right?

C Do you like the colour?



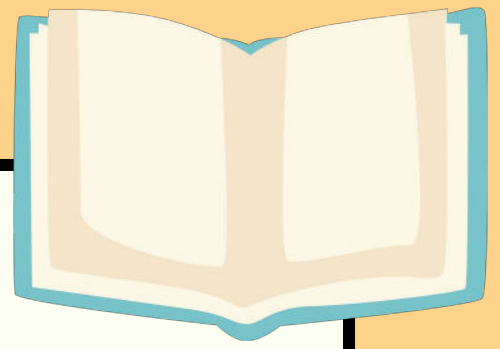


Answer 6

A. Ask what happened and how it was checked.
This investigates evidence instead of attacking the speaker.



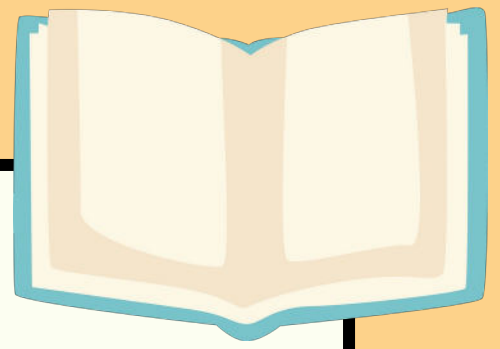
Question 7



A speaker cannot confirm the second session.
What should your summary say?



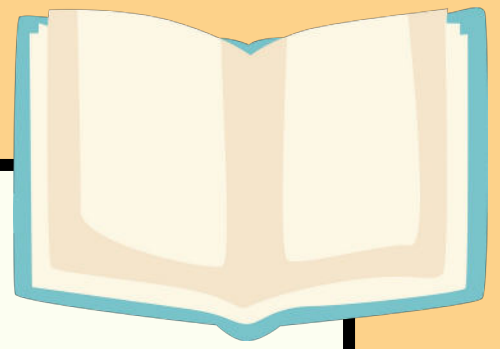
Answer 7



The second session is unconfirmed.
Do not invent a date or promise it will happen.



Question 8



A visiting coordinator says everyone found a guide easy.

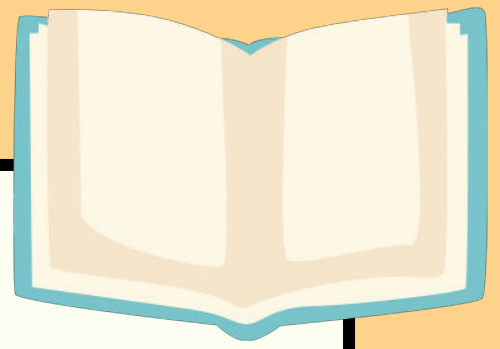
Which challenge is respectful?

A Who tried it, and what did you check?

B You know this

C Why are you always wrong?



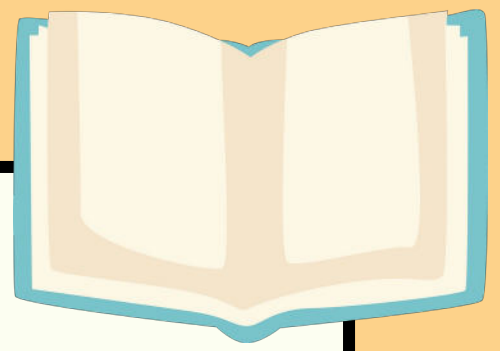


Answer 8

A. Ask about the people and the clock.

Clear, respectful wording investigates the claim.





Question 9

“The five responses all requested larger text. Colours were not discussed.”

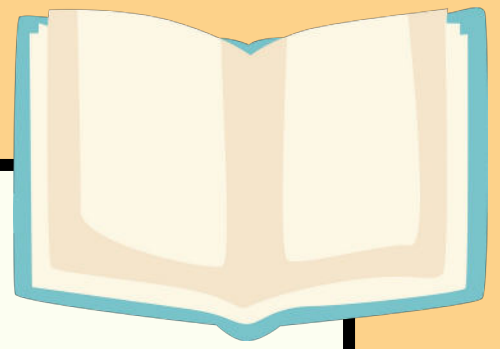
What does this support?

A Everyone wants new colour.

B These have requested larger text.

C Everyone likes the current colour.



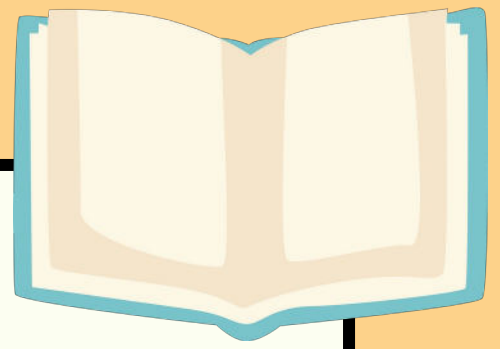


Answer d

B. These five requested larger text.

There is no evidence about colours for all other people.



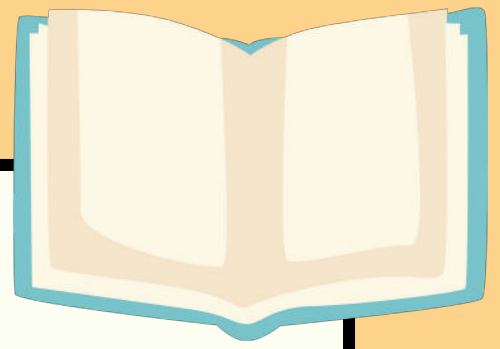


Question 10

Reply: "Three places are still available. Booking closes on Friday."

What should you do after this useful answer?





Answer 10

Paraphrase and confirm: "So there are three choices now and I need to book by Friday. Is that right?"

I know the limit and deadline. The booking method is still unknown.





Well Done!



PREVIEW