

Grange Park Primary School Reading in Key Stage 2



Reading with fluency and being able to decode a range of unfamiliar words are key skills in reading. In addition to this, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. The children are assessed using six different types of reading questions taken from the National Curriculum. Below are a range of questions linked to each reading focus which you could ask your child when listening to them read daily to further develop their comprehension skills.

Word Reading

Use a range of strategies, including accurate decoding of text, to read for meaning.

- What strategy could you use to read unfamiliar words? E.g. sounding out, syllables, word in a word
- Which spelling patterns can you spot?
- Can you recognise any of the Year ... spelling rules in this piece of text? E.g. apostrophes for possession.
- Can you find words that include a prefix or a suffix? E.g. -ness, -tion, anti, re
- At what pace should this story be read? Are you reading at the appropriate speed?
- Do you think you read this text fluently? Why or why not?
- Which words did you find tricky? Have you found any new words?

Retrieval

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

- What has happened in the story so far?
- Can you skim and scan the page to locate...?
- How would you summarise the key events in this chapter?
- How can you use the features of this non-fiction text to find specific information? E.g. sub-headings, index, glossary
- What have you read so far that gives you a clue as to what might happen next in the story?
- Which words show the setting/time has changed?
- If you could only choose 3 key events to summarise the main ideas in this chapter/section, what would they be and why?
- Find all the facts and opinions in the text. What does this tell you about the text?

Inference and Deduction

Deduce, infer or interpret information, events or ideas from texts.

- How do you think the character feels at this point in the story? Why?
- Why do you think the character behaved this way?
- What evidence do you have to show how the character is feeling or the reasons behind their actions? E.g. Throwing pots and pans around the room showed he was angry.
- What do you think will happen next? Why do you think this? Give reasons to explain your thinking.
- Do you have any questions about what you have read so far?
- Is this statement fact or opinion? How do you know?
- How can you justify your view on ... (e.g. character, action or event) using evidence from the text?
- What do you think will happen and why?
- Who does the writer sympathise with? How do we know this?
- Can you tell how a character is feeling from their actions? (i.e. can you read between the lines?)

Structure and Language for effect

Identify and comment on the structure and organisation of texts.

Explain and comment on writers' use of language, including grammar.

- What could you use to find out the meaning of this word?
- Which words has the author used to make this story interesting? Can you find an example?
- Why is there a bullet point/exclamation mark/ question mark/ellipsis here? What effect does it have?
- What language does the author use to build atmosphere in this narrative? E.g. tension, suspense, mood.
- How has the author used language to create different moods in the text? E.g. He begins with a description of a forest to create suspense and tension.
- How have paragraphs been used to develop the plot? E.g. building up to the climax. How are links made within/between paragraphs?
- How has the author used language, structure or presentation to contribute to the meaning of the text?
- How effective is the author's use of language to describe ...? What impact does it have on you as the reader?
- How is the structure of this book different from other books that you have read?
- How does the title/language engage the reader?
- Look at the layout (non-fiction) – How useful is the layout? What could be improved?

Purpose and themes

Identify and comment on the writer's purposes and viewpoints and the overall effect of the text on the reader (likes/dislikes of the text, dilemmas, issues, arguments raised in the text).

- What is the main theme of this story? What makes you think that? E.g. good overcomes evil, friendship, fairness.
- Can you think of another text that you have read that has a similar event or viewpoint?
- Thinking about other texts you have read, how do the authors' viewpoints differ about the same event or characters?
- Can you identify a key grammatical feature e.g. use of first person, onomatopoeia (e.g. boom! pop!), exaggeration or punctuation that the text uses? Why do you think the author has used this feature?
- Would the feature appear in a different genre? Why/why not? E.g. suspense for a thriller, first person for autobiography.
- Does the author have a viewpoint on...? How do they show this?

Attitudes, Discussion and Performance

Develop a positive attitude and love for reading within a wide range of texts, e.g. stories, poems and non-fiction.

Discuss, debate, perform and present texts which they have read.

- Did you enjoy reading this book?
- What was your favourite part and why?
- Can you explain why you liked/disliked this text?
- What made you choose this book? Would you recommend it?
- Would you recommend this book to someone else in your year group? Why or why not?
- Can you relate to any of the characters/themes in the book?
- Who was this book aimed at? Do you think it is successful for this audience?
- How could you persuade somebody to read this book?
- Can you recite your favourite section of the poem off by heart?
- Show me how you could perform your favourite part of this text.
- Can you experiment with different ways of using your voice to create interesting effects for the audience? E.g. tone, volume, expression, intonation.