

# Supporting Your Child With Reading

Holymead Junior School  
Parent Workshop

# Early Reading

Focus on decoding.

Children are taught a range of strategies:

- Phonics – sounding out
- Blending and segmenting
- Reading on to establish meaning

# Reading in KS2

Focus on reading to understand, interpret and respond to texts.

Five key elements:

- Direct retrieval of information
- Inference and deduction
- Opinion
- Use of language
- Text features and organisation

# Direct Retrieval of Information

- Fact/Detail questions.
- Looking for information found in the text.
- The easiest question type as it's always possible to find the answer directly from the text.
- Requires children to scan texts for key words/phrases in order to locate answers.

# Direct Retrieval of Information

Question starters.....

What was the name of.....?

Who was .....?

Where are the .....?

Where did.....go?

Why do.....?

Describe.....

What happened at.....?

# Direct Retrieval of Information

## Example:

17. How many tyres have to be thrown away every year?

17

☐

1 mark

18. Which of these materials are used to build Earthships? Tick three.

bricks

☐

concrete

☐

old wood

☐

tyres

☐

cement

☐

old bottles

☐

18

☐

1 mark

# Direct Retrieval of Information

## Example:

**SECTION 1**

These questions are about the 'Dear Norman' letters (pages 4–9).

Choose the best word or group of words to fit the passage and put a ring around your choice.

1. On **Monday** **Tuesday** **Wednesday** **Thursday** morning, Norman left home. He went to live in a tree house in ☐ 1 mark

2. **the local park.** **his front garden.** **his back garden.** **the school playground.** ☐ 2  
1 mark

He had left home because

3. **Beth had moved into his room.** **his parents had sent him away.** **his parents were annoying him.** **he had been expelled from school.** ☐ 3  
1 mark

Over the next few days, he received letters from people that he knew, starting with letters from

4. **his family.** **his friends.** **his teachers.** **his grandparents.** ☐ 4  
1 mark

A letter came from his friend Alfred, asking him for his

5. **bedroom.** **bicycle.** **Gameboy.** **toothbrush.** ☐ 5  
1 mark

He even got a letter from the local newspaper telling him that

6. **his picture was on the front page.** **he should read The Parkville Gazette.** **they would like to interview him.** **he had won a competition.** ☐ 6  
1 mark

Altogether, he stayed in his tree house for

7. **a whole day.** **about three days.** **over a week.** **the summer holidays.** ☐ 7  
1 mark

# Direct Retrieval of Information

Example:

27. Explain fully how Earthship houses can solve different types of problems.



27  
☐  
3 marks



# Inference and Deduction

- Inference questions can be difficult because they are asking you to infer or deduce something about the text. Answers should be based on what is implied or suggested in the text.

# Inference and Deduction

Example:

10. Whose letter do you think was most likely to annoy Norman?

Explain why, referring to the letter in your answer.

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10

2 marks

# Inference and Deduction

Sentence starters.....

How did Sally know that her friends were safe?

What words or phrases tell us.....?

What does the writer think about.....?

Why is ..... important in the story?

How does ..... feel about .....?

How do we know that ..... was.....?

# Opinion

Some questions ask children to respond to texts by evaluating and expressing their opinions about what they have read.

Marks are awarded for the evidence and reasons given to support opinions and not for the opinions themselves.

Children may be required to support their opinions by:

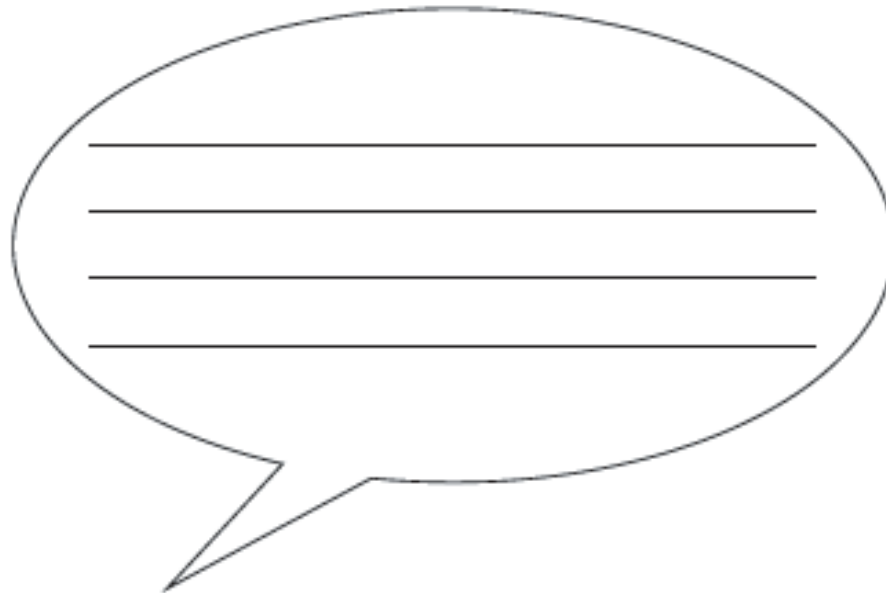
- (i) drawing on evidence from the text
- (ii) referring to their knowledge of the wider world.

# Opinion

## Example

25. On the front of the leaflet two quotations are included from people who like the Earthship.

Now turn over and use the information on the plan to write your own comment about the Earthship for use in the leaflet.

A large, empty speech bubble with a tail pointing towards the bottom left. Inside the bubble are four horizontal lines for writing a comment.

# Opinion

## Question starters.....

Which text is most effective? Why?

Could.....be described as.....? Explain your answer.

Do you think .....is a good idea? Why/why not?

What other reasons could there be for.....?

Why were quotations included?

Which character are you most like? Explain your answer?

.....said that.....Do you agree?

# Use of language

These types of questions may ask children to find words with a similar meaning to a given word.

They may ask the reader to explain why the writer has chosen to use a particular word or phrase.

They may ask the reader to interpret a metaphor or explain how the writer has created a particular atmosphere.

# Use of language

Example:

*... this liquid rock can ... burst through*

What does the word *burst* tell us about the movement of the lava?

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6

2 marks



# Use of language

## Example:

21. The writer could have said that the Earthship is cheap to run, but instead he wrote *dirt cheap*.

Why do you think he chose these words?

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21

☐

2 marks

# Use of language

## Question starters.....

Can you think of another word for.....?

Why does the writer compare.....to.....?

How does the comparison help us to understand.....?

Why did the author use.....?

Which words or phrases suggest that.....?

Which words or phrases tells us that.....?

# Text Features and Organisation

These questions relate to the layout of the texts and are more likely to relate to non fiction texts.

# Text Features and Organisation

Example:

26. How does the plan of the Earthship help the reader to understand the text?

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26

2 marks

# Text Features and Organisation

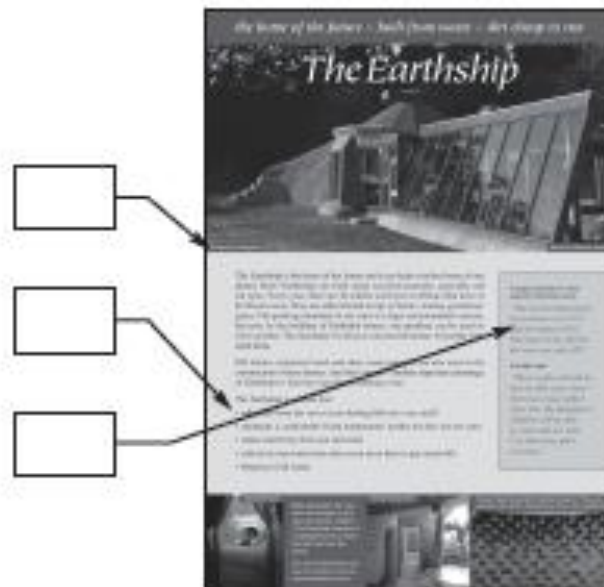
## Example:

20. Label each arrow to show different parts of the leaflet.

**A – quotation**

**B – information**

**C – caption**



20



1 mark

# Text Features and Organisation

Question starters.....

How does the layout help the reader?

Why are some of the words in italics/bold print?

Why are subheadings used?

Why has the writer used fact boxes?

How has the author made it easy to identify key points?

What is the purpose of the pictures/diagrams?