KS2 Reading Evening

Thursday 20th October 2016

INFERENCE

TEXT STRUCTURE

USE OF LANGUAGE

OPINION

PURPOSE

VIEWPOINT

How is reading assessed in KS2?

What sort of tests will children be expected to sit?

What are the key reading comprehension skills?

And how can you support your children?

The aim of tonight's meeting is to discuss how we support children in exploring what they read in greater depth.

It will focus on understanding, interpreting and responding to the texts they read.

How is reading taught in KS2?

For those pupils that are unable to read age appropriate texts fluently and confidently additional support is provided:

- Phonics
- Individual reading - Better Reading Partner
- Individual or group support

If you are worried about your child's ability to read fluently please speak to your child's class teacher about how you can support them at home.

How is reading taught in KS2?

English Lessons:

- 1 hour each day
- At least 1 lesson a week focusing on Reading.
- Guided Reading sessions daily.
- Each year group will study at least 2 significant novels in depth.

Year 3	Year 4	Year 5	Year 6
The Iron Man The Spiderwick Chronicles	The Thieves of Ostia The Firework Maker's Daughter	War Horse Raiders	Kensuke's Kingdom Skellig

How is reading assessed in KS2?

1. Teacher assessment: this is ongoing throughout the year and will be based on pupils' verbal and written responses in lessons.

2. Reading comprehension tests: usually three a times a year in Terms 2, 4 and 6. Pupils are required to read a text booklet (2-3 different texts) and answer a series of comprehension questions independently. These tests will be similar in format to the end of KS2 SATs that all pupils sit at the end of Year 6.

3. Collectively these assessments are used to give us an overall picture of each pupils' progress and attainment.

What sort of tests will children be expected to sit in KS2?

In Years 3, 4 and 5 children sit Reading Comprehension tests that mirror the format of the end of KS2 SATs.

Children are provided with:

- A Reading Booklet: this usually consists of 2-3 different texts.
- An answer booklet

Children read and write their answers independently.

What are the key Reading Comprehension skills?

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

- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- Deduce, infer or interpret information, events or ideas from texts
- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

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

- 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

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

- Inference questions can be difficult because they are asking you to identify what the author is implying or suggesting.
- Children are asked to deduce something about the text.
- Answers must be based on what the reader can infer from the text.

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……?

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Question starters……..

- Why has the writer used sub headings?
- Why are some words in bold/italics?
- How has the writer created a sense of suspense?
- Do you want read on? Why?
- How does the sentence beginning 'Suddenly she realised what was happening' mark a change in the text.

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

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?

Text Features and Organisation

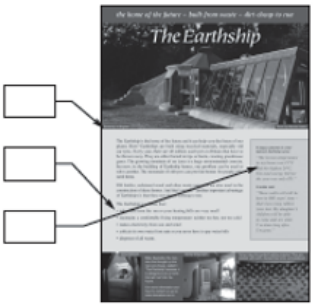
Example:

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

A – quotation

B – information

C – caption



20

1 mark

Kalxon. Go! Face down.

What is the effect of this part of the text?

How does the writer achieve this effect?

Kalxon. Go! Face down.

What is the effect of this part of the text?

1. urgency/no time to think
2. increase tension
3. anxiety/panic

How does the writer achieve this effect?

1. use of short sentences
2. use of exclamation

Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

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

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……..?

Use of language

Example:

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

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

_____

_____

_____

6

2 marks

Franklin pulled his collar tight around his neck in an effort to keep him dry as much as to avoid being recognised. He walked close to the buildings and kept his head down; it was quiet, as one would expect at this hour. He heard a noise. He ducked into a nearby doorway and pressed himself flat against the cold, heavy, metal door. He let a few seconds pass before he peered around the frame of the doorway. He sighed. It was just an owl. Once more he slipped into the gloom.

Find words in the tex that mean the same or similar to:

1. attempt
2. crouched
3. looked
4. close
5. dark
6. anticipate

Franklin pulled his collar tight around his neck in an effort to keep him dry as much as to avoid being recognised. He walked close to the buildings and kept his head down; it was quiet, as one would expect at this hour. He heard a noise. He ducked into a nearby doorway and pressed himself flat against the cold, heavy, metal door. He let a few seconds pass before he peered around the frame of the doorway. He sighed. It was just an owl. Silently and swiftly he slipped into the gloom once more.

What time of day is it?

Franklin pulled his collar tight around his neck in an effort to keep him dry as much as to avoid being recognised. He walked close to the buildings and kept his head down; it was quiet, as one would expect at this hour. He heard a noise. He ducked into a nearby doorway and pressed himself flat against the cold, heavy, metal door. He let a few seconds pass before he peered around the frame of the doorway. He sighed. It was just an owl. Silently and swiftly he slipped into the gloom once more.

Point	Evidence	Explanation
I think it is night time because it says.....	It says it was quiet, as one would expect at this hour	It is usually quiet at night when most people are asleep.
	It says that there was an owl.	Owls are nocturnal which means they only come out at night.
	It says he slipped into the gloom.	The word gloom suggests it was dark which makes me think it is night time.

Franklin pulled his collar tight around his neck in an effort to keep him dry as much as to avoid being recognised. He walked close to the buildings and kept his head down; it was quiet, as one would expect at this hour. ***He heard a noise***. He ducked into a nearby doorway and pressed himself flat against the cold, heavy, metal door. He let a few seconds pass before he peered around the frame of the doorway. He sighed. It was just an owl. Silently and swiftly he slipped into the gloom once more.

Explain how ***He heard a noise*** represents a turning point in the text.

- The pace of the action increases.
- Lots of things happen in a short space of time - he ducks into the doorway, he presses himself against the door, he peers around the doorway.
- The words 'ducked' and 'pressed' suggest sudden, quick movements.

Franklin pulled his collar tight around his neck in an effort to keep him dry as much as to avoid being recognised. He walked close to the buildings and kept his head down; it was quiet, as one would expect at this hour. He heard a noise. He ducked into a nearby doorway and pressed himself flat against the cold, heavy, metal door. He let a few seconds pass before he peered around the frame of the doorway. He sighed. It was just an owl. Silently and swiftly he slipped into the gloom once more.

What words or phrases tell us that Franklin is feeling nervous/anxious/worried?

What can I do to support my child at home?

- Have a reading conversation with your child.
- Ask questions to check their understanding.
- Ask them to share their thoughts and opinions.
- Crucially - ask them to justify these thoughts and opinions!

Holymead Primary School

Reading: Understanding, Interpreting and Responding

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Deduce, infer or interpret information, events or ideas from texts	Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
• 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.	• Inference questions can be difficult because they are asking you to identify what the author is inferring or suggesting. • The answer is not explicitly stated in the text. • Children are required to deduce, infer or interpret information provided in the text. • Answers should be based on what is inferred, implied or suggested in the text.	• These types of questions may ask children to find words with a similar meaning to a given word. • They may ask children to explain the effect of a particular word or phrase. • They may ask the reader to interpret a metaphor or explain how the write has created a particular atmosphere.	• These questions relate to the layout of the texts and can relate to fiction and non-fiction texts. • Answers may focus on the features of text types E.g. use of sub headings. • Readers may be asked to identify the genre. • Questions may focus on how the author has created certain effects e.g. tension, mystery, hope. • Readers may be asked to comment on writer's purposes and viewpoints.
Example Question Starters • What was the name of……? • Who was……..? • Where are the ……? • Where did……go? • Why do……? • Describe…… • What happened at……?	Example Question 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……?	Example 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 the word….? • What does the word/phrase suggest about……..? • Which words or phrases suggest that……? • Which word or phrase tells us that……..?	Example Question Starters • 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? • How has the author created tension? • How does the sentence'…' represent a turning point? • What is the underlying message of the poem?

If you are interested in viewing past SATs papers you can view them online.

We would ask that you do not use these with your children as we use them for assessments in school.

http://www.satstestsonline.co.uk/sto_past_papers.aspx