KS2 Terminology

Compare
Simile
Onomatopoeia
Phrase
Clause
Sentence
Introduction
Extract
Information
Example
Text box
Match the events to…
Fact
Find and copy…
Purpose
Evidence
Presentation
Analogy
Tension
Feeling words
Mood
Support
Alliteration
Metaphor
True / false
Explain
Fact / opinion
Complete
Meaning
Correct option
Main message
Paragraph
Statement
Opinion
Theme
Justify
Structure
Figurative language
Imagery
Style and effect
Prediction



With reference to: National Curriculum 2014;
STA mark schemes, sample papers and test frameworks
QCA reading test papers

CONTROLLED

DERBYSHIRE County Council

Question Stems for Shared and Guided Reading KS1 and KS2



Reading Domains KS1

The aspects of reading to be assessed are the pupils' ability to:

1a. Draw on knowledge of vocabulary to understand texts.
(**Vocabulary)**

1b. Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
(**Retrieval**)

1c. Identify and explain the sequence of events in texts.
(**Sequencing)**

1d. Make inferences from the text.
(**Inference**)

1e. Predict what might happen on the basis of what has been read so far.
(**Prediction**)



KS1 Terminology

Title
Subheading
Paragraph
Rhyme
Poem
Bold print
Character
Illustrations
Sentence
Word
Author
Prediction
Text
Describe
Find and copy
Order
Number sentences
Draw lines to match
Tick
Look at section
Meaning
True / false

Reading web sites

http://www.lovemybooks.co.uk/Reading websites
http://www.booktrust.org.uk
http://www.wordsforlife.org.uk
http://educatingtogether.co.uk



KS2 (only) Comparison

2h. Make comparisons within the text (Compare)

How does …….'s mood change?



Activities
Venn diagrams

Pupils should know the meaning of:
Feeling words :

- Anxious
- Depressed
- Sad
- Excited

Reading Domains KS2

The aspects of reading to be assessed are the pupils' ability to:

2a. Give / explain the meaning of words in context (**Vocabulary)**

2b. Retrieve and record information / identify key details from more than one paragraph
(Retrieval)

2c. Summarise main ideas from more than one paragraph
(Summarise)

2d. Make inferences from the text / explain justify Inferences with evidence from the text
(Inference)

2e. Predict what might happen from details stated and Implied
(Prediction)

2f. Identify / explain how information /narrative content is related and contributes to meaning as a whole (**Viewpoint)**

2g. Identify / explain how meaning is enhanced through choice of words and phrases
(Word choice)



2h. Make comparisons within the text
(Compare)

Programme of Study for Reading Comprehension 2014

Y1

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meaning, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background Information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

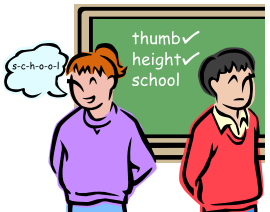
participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

KS2 (only) Word choice

2g. Identify / explain how meaning is enhanced through choice of words and phrases

What does… tell you about….?
Why did the author use…?
How has the choice of words created a feeling of…?
What do phrases such as … tell you?
The author makes ... appear ... (scary) ... Find and copy two words or phrases that show this.
Find and copy two words or phrases that show that the writer is not sure this story is true.
In paragraph ... , what does the choice of words in the following phrase suggest about ...?
What is the effect of the use of this word?
What does the phrase ... suggest about the people?
Why is the word ... in inverted commas?
On page …., how is language used in different ways to create a positive image of …..?
Explain how the choice of language in the phrase ... creates a feeling of ...
a) ... suggests: and b) suggests:
In paragraph .., explain how the choice of language in each of the following quotations shows the way the men are affected by ..
In paragraphs ... how does the writer's use of language suggest the different impressions of …?
Look at the beginning of paragraph ... How does the atmosphere change? Give two examples.
What are the effects of the atmosphere changing at this point in the story?
What is the effect of describing ... using the words ...?
What impression of ... does this image create?
Why do you think the word ... has been used in this sentence?
Look at the introduction. Explain how the choice of language gains the reader's interest.



KS2 (only) Viewpoint

2f. Identify / explain how information /narrative content is related and contributes to meaning as a whole

The mood of the characters changes throughout the extract.
Find and copy the group of words on page 9 where … mood changes.
What do you learn about the writer's viewpoint and purpose in the text overall? Mark the following statements with true or false e.g. –
The writer thinks that ...
The writer's aim in the text is to ...
How does paragraph ... make the reader think that ... is exciting but also has a serious purpose? Choose two different words or phrases and explain how they create this effect on the reader.
Suggest one reason why the writer included a range of examples to support her ideas in paragraph ...
In paragraph ... how is the important of … emphasises?
Explain one way.
In paragraph …, how does the writer try to make the reader feel involved in this part of the account? Complete the following table:
1. The way the paragraphs begins; 2. The use of punctuation at the end of the paragraph; 3. The use of dashes in the first sentence of paragraph 3.
The purpose of this text is to ... How effectively does it do this? You should write about: The variety of information provided, the presentation of the text, the ways the ideas are introduced and explained.
Why do you think this text was given the title ….?
This extract is from the beginning of the book. What do you think makes readers want to read the rest of the book?
Look at what we are told about ……. What do you think of …… (tick one box: I admire...I dislike ... I both admire ... and dislike …)
Explain how this text is suitable for ...
Explain one way in which you think this text is not suitable for ….
How do you think the comparison of …. with …. helps the reader to understand ....? You should comment on: what the comparison suggests about ….; what the comparison tells us about …..; why it is an effective comparison.
What does this expression suggest to the reader?

Y2

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to know vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read themselves.

Y3/4

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

KS2 Prediction

2e. Predict what might happen from details stated and implied

Based on what you have read, what does the last paragraph suggest might happen to the ……. next?

Use evidence from this paragraph to support your prediction.

Follow up answers with—*why do you think that?*

Additional prompt/ideas to support

Identify clues in title, text and link to own experiences

Retell events from other characters' points of view

Hot-seating

Teach children to pick up on nuances of vocabulary

Be able to clarify word meaning through context

Identify feelings and actions linked to own experiences

Understand synonyms and antonyms



KS1 Prediction

1e. Predict what might happen on the basis of what has been read so far.

What might ...do next?

How will the friends resolve the problem?

What do you think the ...would do after….?

How would you feel if you were in the character's place?

Additional prompt/ideas to support

Hot-seating

Be able to identify clues in pictures

Link texts to own experiences—*what has happened, what is happening, what might happen next?*

Be able to clarify word meaning through context

Make links between information and prior knowledge

Understand synonyms and antonyms

Reading pictures



Y5/6

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

Test tips

Ensure children:

- are familiar with how questions are phrased
- understand terminology used in questions e.g. *compare, contrast* (see KS1 & KS2 lists at end of booklet)
- can refer back to the text
- can skim and scan
- understand terminology used e.g. *phrases, compare*
- understand the different types of questions
- 3 mark questions –make point , find evidence from text and give an explanation
- are taught how to read multi–choice questions
- can read / fill in tables
- are able to sustain reading of challenging texts
- know synonyms for words
- can ask questions of a text
- can identify when and how mood changes
- are used to identifying evidence in texts



KS2 Inference

2d. Make inferences from the text / explain justify inferences with evidence from the text

Look at the introduction.
Why is …….impossible for most people?
How did ….trip into …..make history?

Find and copy a group of words that shows that ….wrote her blog for others to read.

Explain how ….. felt about being in …..that day.

Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.

How does the information on page 6 make it sound easy to be a …….? Give two ways.

Gentle, and small, and frail
How do these words make the reader feel about the snail?

What is the *tremendous monster*?

How does the first paragraph suggest that the characters are in a 'lost world'?
In the paragraph beginning, There were, as I say…Malone compares the iguanodons to different animals.
How do these comparisons help the reader understand what the iguanodons look like?
The ….are described as *inoffensive brutes*…
Look at the paragraph beginning: …
Explain how the descriptions of the …. in this paragraph support the idea that they were both inoffensive and brutes.
Use evidence from the text to support your answer.
How can you tell that ...is an expert on …..?
How was ...different after….?
What does the word….imply?
Why is ….important?
What does the phrase… suggest about….? What explanation is given in the text for….?
Match the box to a reason in the text why….

KS1 Inference

1d. Make inferences from the text.

Pupils need to be able to: paraphrase texts; chose from a list of options; make reference to the text



Suggested KS1 questions

Why did ... say, e.g. “This must be our lucky day”?
Tick correct option.

Why was ….worried?
Why did the ...start to ...?
How do you know that ...was excited?

How can you tell that it was late when ……..woke up?
(Answers need to paraphrase text)
How did …..feel when …...? Tick one option

….had not been …..before, but he did not tell because... …
Pick one option.

Why was …...sad?

Quote ...How do you know that the ….was **not** worried by this?

Why can ….. be dangerous when they ….?

Put ticks in the table to show which sentences are true and which are false.

What does ..think/feel? *How do you know?*
What is the purpose of…?

Question types



Selected response-
Multiple choice

- *What is Lucy looking for? Tick one of the boxes.*
- *Where would you be most likely to see this text?*
- *Tick one of the options below…*

Ranking / order

- *Number the events below to show the order in which they happen in the story.*

Matching

- *Match the character to what they do in the story*
- *Match the text to the purpose shown.*

Labelling

- *Label the text to show the title.*

Short constructed response-
Find and copy

- *Find and copy one word which suggests…*
- *Find a phrase which tells you...*

Short response

- *What does the bear eat?*

Extended response-
Open ended responses

- *Why did Lucy write the letter to her Grandmother? Write two reasons.*
- *Look at the paragraph beginning: Once upon a time…*
- *How does the author increase tension throughout this paragraph?*
- *Explain fully referring to the text in your answer*

In KS1 tests more questions will be selected or short response. In KS2 tests the majority of questions will be short constructed response or extended constructed response.

KS1 Vocabulary

1a. Draw on knowledge of vocabulary to understand texts.

Which word in the text describes what …...are like?

Which word told you that …?

What does …. mean?

Find and copy one word which tells you that ……

What does the word …...mean in this sentence?

Find and copy two words that describe how scared the ...was.

Find and copy one word that means the same as '……

Draw lines to match the words to their meaning.

Classroom activities linked to 1a Vocabulary

Synonyms and antonyms of words

Writing opportunities linked to 1a Vocabulary

Expectations that words will be used in speech and writing



KS2 Summarising

2c. Summarise main ideas from more than one paragraph

What is the main message of the poem? (*Pick from a list)*

Look at the paragraph beginning: ……..Find and copy four different words from the rest of the paragraph that suggest *eg. danger.*

The purpose of this text is to….? How effectively does it do this?

Additional prompt/ideas to support

Write story in 50 words

Summarise each paragraph in a sentence.

Pick out main messages

Be able to skim and scan for direct information—*who, what, where, when, how?*

Be able to identify factors which motivate a character's actions



KS1 Sequencing

1c. Identify and explain the sequence of events in texts.

Number the sentences below from 1 to 4 to show the order they happen in the story.

What is the main purpose of the text?

Suggested KS1 activities

Story boards

Flow diagrams

Babble Gabble



KS2 Vocabulary

2a. Give / explain the meaning of words in context (Vocabulary)

Which word told you that …?

Can … have more than one meaning?

What does …. mean?

Find a word or phrase which tells you…

In this sentence, (*give example)* the word ……is closest in meaning to…



Find and copy one word on page .. that suggests ….

What does...tell you about……

Classroom activities linked to 2a Vocabulary

Pre–reading task – identify /underline unknown words

Link to dictionary work

Find synonyms and antonyms for previously unknown words

Writing opportunities linked to 2a Vocabulary

Identify unknown words in texts.

Find synonyms and antonyms for these words

Have the expectation new words will be used in writing

KS1 Retrieval

1b. Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.



What does the ….do?
What joins the ...in ...a together?
Give two jobs that the ……. do.
What happens to the ... in the …..?
What could ...see on the horizon?
Where did ...go to ….?
What did ...find inside the ……?
How did ...think they could get ...?
What was ….worried about when they were ……..?
Why did the ….want to have the …..?
Matching -Draw lines to match these characters to the help they gave the …….
When were ….first made?
Tick two good points about …….. (Choose from a list)
Give two problems with …….
Which word told you that…..?
Where /when are…?
What are most ….made from today?
Give two things.
Look at the section headed: ……..
Give one thing that can be made from .

Draw pictures to match story
Make up own questions about a text
Hot seating

KS2 Retrieval

2b. Retrieve and record information / identify key details from more than one paragraph

KS2 questions stems



According to the text, what could you do on …

How much did …….?

How can you tell that ….is…..?

Complete the table

Match the events below to the year in which they happened.

Tick true or false in the following table to show what you should do when ……

What does the '……' do to frighten the ….?

Which part of the …..do these words describe?
Circle the part of the ….in the picture below.

How does the snail behave when it is afraid?
Give two ways.

Circle the correct option to complete each sentence below.
Describe …
Which word told you that…?