

Section 2 - Understanding the Reading Curriculum

Reading used to be assessed under guidelines called **Assessment Focusses**. Since the implementation of the New Curriculum, these are now called **Reading Content Domains**. They assess the same skills as were covered previously. We hope the following information will support you in helping your child.

The KS1 Reading Content Domains

The Key Stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

The following gives you an idea of how you can question your child in such a way that they are supported in developing skills in each domain.

1a: Draw on knowledge of vocabulary to understand texts

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By using this word, what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe ... What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?

Which words and /or phrases make you think/feel...?

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

Where/when does the story take place?

What did s/he/it look like?

Who was s/he/it?

Where did s/he/it live?

Who are the characters in the book?

Where in the book would you find...?

What do you think is happening here?

What happened in the story?

What might this mean?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What part of the story do you like best?

What evidence do you have to justify your opinion?

How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

Which part of the text should I use to find...?

Why has the author organised the information like this?

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

What happens first in the story?

Use three sentences to describe the beginning, middle and end of this text?

You've got 'x' words; sum up this story.

Sort these sentences/paragraphs/chapter headings from the story

Make a table/chart to show what happens in different parts of the story

Why does the main character do 'x' in the middle of the story?

How does the hero save the day in the story?

1d: Make inferences from the text

What makes you think that?

Which words give you that impression?

How do you feel about...?

Can you explain why...?

I wonder what the writer intended?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

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

Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?

What do you think will happen to the goodie/baddie/main character? Why do you think this?

What will happen next? Why do you think this? Are there any clues in the text?

Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

Which stories have openings like this? Do you think this story will develop in the same way?

Why did the author choose this setting? How will that effect what happens next?

How is character X like someone you know? Do you think they will react in the same way?

The KS2 Reading Content Domains

The key stage 2 English reading tests will focus on the comprehension elements of the national curriculum.

2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

The following gives you an idea of how you can question your child in such a way that they are supported in developing skills in each domain.

2a: Give/explain the meaning of words in context

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe ... What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction

Where does the story take place?

When did the story take place?

What did s/he/it look like?

Who was s/he/it?

Where did s/he/it live?

Who are the characters in the book?

Where in the book would you find...?

What do you think is happening here?

What happened in the story?

What might this mean?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What words and /or phrases do this?

What part of the story do you like best?

What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

What's the main point in this paragraph?

Can you sum up what happens in these three/four/five... paragraphs?

You've got 'x' words; sum up these paragraphs.

Sort the information in these paragraphs. Do any of them deal with the same information?

Make a table/chart to show the information in these paragraphs.

Which is the most important point in these paragraphs? How many times is it mentioned?

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

What makes you think that?

Which words give you that impression?

How do you feel about...?

Can you explain why...?

I wonder what the writer intended?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.
Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?

Which other author handles time in this way; e.g. flashbacks; dreams?

Which stories have openings like this? Do you think this story will develop in the same way?

Why did the author choose this setting? Will that influence how the story develops?

How is character X like someone you know? Do you think they will react in the same way?

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

Explain why a character did something.

Explain a character's different/changing feelings throughout a story. How do you know?

What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?

What is similar/different about two characters?

Why is 'x' (character/setting/event) important in the story?

What is the story (theme) underneath the story? Does this story have a moral or a message?

Why do you think the author chose to use a...
question/bullet/subheading/table etc to present the information?

How does the title/layout encourage you to read on/find
information?

Where does it tell you that...?

Why has the writer written/organised the text in this way?

In what ways do the illustrations support the instructions?

How could these instructions/information/illustrations be
improved?

Who do you think this information is for?

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

What does the word 'x' tell you about 'y'?

Find two or three ways that the writer tells you 'x'.

What does this... word/phrase/sentence... tell you about...
character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what
effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe ... What does this tell you
about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make
you feel?

How has the writer made you and/or character feel ...happy
/sad/angry/ frustrated/lonely/bitter etc?

Has the writer been successful in their purpose or use of language?

What do you think the writer meant by... 'x'?

Which words do you think are most important? Why?

Which words do you like the best? Why?

The author makes an action/description 'like' something else. Why?

The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

Describe different characters' reactions to the same event in a story.

How is it similar to ...?

How is it different to ...?

Is it as good as ...?

Which is better and why?

Compare and contrast different character/settings/themes in the text

What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?