



Reading

Key Stage 2



Reading is assessed using the 2014 National Curriculum. Questioning about the text, to prove the children understand what they read, can be broken down into 8 main areas:

2a – Monitor understanding and vocabulary

2b – Direct recall

2c – Sequencing and visualisation

2d - Inference

2e – Prediction and making connections

2f – language, structure and meaning

2g – authorial language

2h – making connections



Please see overleaf for examples of things you could ask to support your child.

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.

16 year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.

<p>Monitor understanding and vocabulary</p> <p>What happened in the story? What happened after...? Can you tell me why...? What does the word... imply? What does that word mean? Why has the author...? Which word is the most important? Which word best describes the character/mood/setting?</p>	<p>Direct recall</p> <p>Where does the story take place? When did the story take place? What did he/she look like? Where do the characters live? Who are the main characters? How did...? When did... ? Why did....?</p>
<p>Sequencing</p> <p>What happened first in the story? Why did ... happen next? Can you summarise the beginning, middle and end?</p>	<p>Inference</p> <p>Why do you think ... feels...? How do you know that? Why did ... do? How would you have felt? Why did ... happen?</p>
<p>Prediction and making connections</p> <p>What do you think this book will be about? What do you think will happen? Do you know another story like this? What does the story remind you of? What makes you think that?</p>	<p>Language, structure and meaning</p> <p>Why has the author used instead of another word? How does that sentence help us understand? What does the author mean by ...? Why is the page set out like this?</p>

Authorial language

What kind of language has the author used?
Why has the author described the character this way?
Why has the author used to describe the setting?
What do you think about the word choices?
Can you describe the character/setting another way?

Making connections

Is this text like another story you have read?
Can you link this character to another character?
Which other story has this setting?
What genre of story is this?
What does this genre of book usually include?
How the books from this author similar?

Research shows that reading to a young child is the single most important thing you can do to help your child's education.

www.springboard.org.uk

"The more that you read, the more things you will know. The more you learn, the more places you'll go." — Dr. Seuss

*"To learn to read is to light a fire; every syllable that is spelled out is a spark." — Victor Hugo, *Les Miserables**

Books are a uniquely portable magic. —Stephen King