

Reading for Meaning in Key Stage One and Two

Children will begin their reading journey by learning to read phonics through 'Read, Write'. They will then be introduced to books from the book band scheme and progress through these until they are assessed at 'Library Level'. This means they are confident enough readers to select an appropriate text from the library to read independently. This normally happens during Year Two or Three. Alongside this reading book, children from Reception to Year Six take part in weekly guided reading lessons. These are also based on texts carefully selected according to reading age and level. As well as hearing children read, the class teacher will ask them a selection of questions to assess their understanding of the text. These are recognised as falling under six headings (known as Strands 2-7). Strand 1 checks for fluency and clarity when reading aloud. Follow up activities that take place in Years One to Six also provide evidence that children understand the text across Strands 2-7, and you are able to view these at Parents' evenings in your child's Guided Reading exercise book. This variety of question type reflects the written tests that children do in Years Two to Six at the end of each year, either through SATs or other formal tests, and you receive the results of these tests as part of your child's end of year report. If you wish to ask your child some of these comprehension questions when reading at home, they can be found below.



Strand 1

How can we work out what a word says?

How can we use the pictures to guess words?

Can we read on to guess what a word is?

Does it sound right? Why?

Does it make sense? Why?

What happens when we ignore punctuation when we are reading?

Why do we need to use expression when reading?

Strand 2

What are the main points of the text? Why did you choose these?

How does the character behave? What evidence tells you this?

How does the illustration connect to the text?

What have you found out by reading the text? Give examples.

What information can you find out.....in the next section?

What happened after....?



Strand 3

Can you predict what is going to happen next? What knowledge of the story have you used?

Which is the more/less important information?

What evidence can you find that.....might happen?

What clues can you find from what characters say/do to explain their motives?

Do you think.....? Find examples to support your view.

Strand 4

How are ideas linked together?

How does the writer signal changes?

Look what happened in....what does this tell us about characters'/peoples' attitudes?

Look at the way the poem is organised. Why has the writer used these structures?

The author has started the text with...how does this make the reader want to read on?



Strand 5

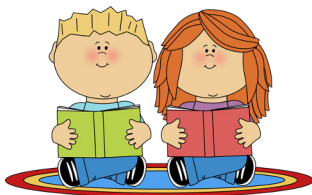
Why has the author used.....word/s?

How do these words convey ideas/characters/atmosphere?

Can you find different ways to express the same meaning?

What other words could be used instead of....?

How does this text try to influence your opinion on.....?



Strand 6

What did you like/dislike about the whole text?

What is the main purpose of the text? Support your view with evidence.

What reasons could you give to persuade someone else to read this book?

What impression does the writer give of.....? What makes you feel this?

Has the author got one viewpoint on what she describes in....how do you know?

How does the argument develop?

Strand 7

What is typical about the characters in this book?

How do the animals in this book compare/contrast to the humans?

How does this book relate to others?

How do authors use the same characters and settings in their stories?

What are the features of different text types? How effective are they?

Where do you think this is set? What makes you think that?

When do you think this is set? What makes you think that?

Generic Questions

What do you think and feel about.....

What is the purpose of.....

Who/what is the most important.....

What do we know about.....

Why does the author.....

What is the effect of.....

What do you see in your mind when.....

Can you explain.....

What other examples are there.....

What is the evidence for....

What do you think about...