

2014 National Curriculum
Reading Comprehension
Upper KS2

Reading Comprehension - Upper KS2

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

- Explain how that poem/text made you feel.
- What words stand out for you?
- Describe what it means to you. Is there any part of it that you can relate to?
- How did the poet/author create that feeling of _____?
- How was the humour/suspense created?
- What did you think of it?
- Which did you prefer and why?
- Does anything about what you have read, surprise you? If so, what?
- Explain which part particularly interested you. Why did it?

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Read books that are structured in different ways and read for a range of purposes.

- Why do you think the author has presented the text in that way? What effect were they trying to create? Has it been effective?
- How effective do you think that strategy is?
- How is this different to the previous text?
- Who do you think the target audience is? What make you think that?
- What type of audience would not appreciate this type of text? Justify your reasons.

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Increase 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.

- How does this book/tale/story compare with the previous one?
- Is there a message/moral in the story? Explain your opinion.
- How does this differ with that genre?
- Which do you prefer and why?

Increase their familiarity with a range of books, including fairy stories, myths and legends, and retell some of these orally.

- Compare these stories. What do they have in common and what differences do they have?
- Comment on your preference of these stories, and give reasons explaining your preferences.
- Retell your favourite part.

Recommend books they have read to their peers, giving reasons for their choices.

- Which book would you recommend?
- What are your reasons?
- Which book would you not recommend, and why? Do you think it is a personal choice, or do you think others would appreciate that story?

Identify and discuss themes and conventions in and across a wide range of writing.

- Does it have the same effect?
- What theme is present here? Show me where in the text. Can you prove it?
- What sort of text is this? How can you tell? Show me in the text an example of that convention.
- Does it remind you of a similar text you have read?

Make comparisons within and across books.

- Compare this book to the previous one.
- Does this author have a particular style? Find an example of their style.
- Does this text remind you of another?
- Explain which you prefer and why.

Learn a wider range of poetry by heart.

- Do you have any 'tricks' to help you learn poems by heart?
- Can you explain to others how you remember poems and phrases?

Prepare poems and plays to read aloud and perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience.

- What effect does it have on the meaning of this poem if I read it like this ...?
- Can you change the meaning by the tone you use when reading aloud?
- Does emphasising different words change the effect?
- How about changing the volume at which you read it?
- How does that alter the meaning?

Check that the book makes sense to them, discuss their understanding and explain the meaning of words in context.

- Are there any words you are unclear of the meaning? How can you find out the meaning?
- Is there an alternative word which could be used? Does that have the same effect?
- Tell me a similar word but in a different context.
- Do you need to know the meaning of that particular word for the text to make sense? Can you attempt to interpret the meaning from the context of the sentence?

Ask questions to improve their understanding.

- Do you need to ask any questions to clarify your understanding?
- What question would you ask that character?
- Can you think of a question you would ask any of the characters which might help you understand their motive?

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

- How do you think that character is feeling? What makes you think that?
- Explain what they did and why you think they did that.
- Did their behaviour help/change/worsen the situation?
- Prove your reasons.
- Find the part of the text which implies that.

Predict what might happen from details stated and implied.

- How do you think this might be resolved?
- What would be the best outcome for this character, do you think?
- What makes you think that?
- How would that help?
- Would anyone not benefit from that ending?

Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.

- Looking at that paragraph, what do you think the main theme is?
- What was resolved/decided in that paragraph?
- Sum up the overriding feeling the reader gets about that place/character, from that paragraph. Justify your thoughts using reference to the text.

Identify how language, structure and meaning contribute to meaning.

- Point out 3 words which tell us how that character is feeling.
- Which phrase tells us what the atmosphere of the environment is?
- How has the author structured the text and how does that influence us as readers?
- What is the author wanting to achieve by using that type of language? Is it effective?

Discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader.

- What impact does _____ have?
- Identify the metaphors which appeal to the reader's senses/ imagination.
- Why has the author used humour in that section?
- How does the comparison to _____ affect the reader?
- What is the author trying to create a feeling of?

Distinguish between statements of fact and opinion.

- Identify a fact in the text, and an opinion.
- Explain what a fact is.
- Explain what an opinion is.
- Tell me the difference between fact and opinion is.
- When are facts used in texts?
- When are opinions used in texts?

Retrieve, record and present information from non-fiction.

- Identify three pieces of information you have learned from this text.
- How can you record what you have learnt?
- Prioritise the three main points from this piece of text.
- What is the main idea of this piece of non-fiction?

Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously.

- What do you think about ...?
- Justify your thoughts.
- How has the author created that feeling?
- How do you feel compared to ...?
- Do you agree? Explain your reasons.
- How can you politely put your point across?
- What can you say to justify your thoughts?

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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.

- What are the priorities?
- What do you think about ...?
- Explain your opinions.
- How are you going to respond?
- What is your evidence for thinking that?

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Provide reasoned justifications for their views.

- Refer to the text to justify your view.
- What makes you think that?
- Explain your justifications.