

# 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.