



How to Teach Children to Identify how Language, Structure and Presentation Contribute to Meaning

"In key stage 2, pupils should understand what they read by identifying how language, structure and presentation contribute to meaning."

National curriculum statement

In upper key stage 2, children should be able to understand a wide variety of different text types and describe how the language, structure and presentation contributes to the meaning. They will need to understand why certain words or phrases are used and how structural and organisational devices are used by an author to achieve a particular aim.

Key Vocabulary

vocabulary, context, structure, presentation, features, meaning, purpose

Common Misconceptions and Errors

Children who need support to understand unfamiliar vocabulary may not be able to identify how language contributes to meaning. If children have not read a variety of different text types, they may find it difficult to identify how different language, structure and presentation can contribute to meaning.

Bringing English to Life

Provide familiar contexts for learning and refer to the children's own writing when discussing how language, structure and presentation contribute to meaning.

Example Questions to Develop Understanding

- What is the purpose of...?
- What is the author trying to achieve?
- What are the key features of this text? How do they contribute to the meaning?

Teaching and Learning Points:

- Look at the features of a wide variety of different text types and discuss the structure and presentation. How are the text types similar and how are they different?

- Analyse the key features of texts such as headings, sub-headings, bullet points, short paragraphs, diagrams, captions, bright colours, use of technical language etc. What is their purpose and how do they contribute to the meaning of the text?
- Model how to work out the meaning of words by using context.
- Discuss why an author might use a particular word or phrase. What is the author trying to achieve and how does their use of language help them to achieve it? Make links to the children's own work, for example, when writing to persuade, what type of language would you use?
- Encourage annotation when reading texts together.



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