

Key Stage 2

Reading Guide



[Aston Fields Middle School](#)

KS2 reading prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

To become good readers children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.



Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Overleaf are some questions linked to the above points, which I hope you will find useful. It is not necessary to ask every question each time your child reads, of course, but they may prove to be useful prompts to start a more focused discussion.

Here are some suggested questions you might like to use when reading with your child to help them with their reading comprehension and understand the meaning of the story, or text, they are reading.

KS2 Reading Content Domain	Suggested questions
UNDERSTAND IT! 2a: Give/explain the meaning of words in context	Can you find an example of a word that means...? Can you find a 'powerful' word meaning...? Can you find a word that you don't know the meaning of? Can you guess what it might mean? How many adjectives/adverbs/nouns can you find?
FIND IT! 2b: Retrieve and record information/identify key details from fiction and non-fiction	Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Give two examples of... Find the paragraph where... Can you create some questions for others to answer based on this text? Can you create true/false statements for your partner? Over what period of time does the story take place? How does the author describe the setting/character/etc.?
SUMMARISE IT! 2c: Summarise main ideas from more than one paragraph	Tell me what happened... Can you summarise this paragraph in one sentence? Which part of the story do you think is the most important? What is this paragraph/chapter about? Can you summarise it? Can you tell me the main things/points you have learnt from this book? Could you briefly tell a younger child about what has happened in this story/book?
THINK ABOUT IT! 2d: Make inferences from the text/Explain and justify inferences with evidence from the text	Which word tells you that...? Which words make the reader feel...? How do you know...? How can you tell that...? Explain why... Why is...? Why did...? Explain how ... felt about ... Can you find support for your idea? Is this statement fact or opinion? Can you find examples that show...? How, across this paragraph, does the writer suggest...? Why is ... important? What do you think might have happened before...?
PREDICT IT! 2e: Predict what might happen from details stated and implied	What might happen next? Why? Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if...? If there was a sequel, can you predict what it might involve? What title would you give to a sequel?

Content Domain	<i>Suggested questions</i>
<p>CONNECT IT! 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole</p>	<p>What is the underlying message? What is the theme? What is the big idea? Why did the author write this story? Find a group of words to show that ... has changed. What has the author done to make you want to read on? Give evidence. How do you feel after reading this story? What atmosphere is the author trying to create? What words/phrases help to create that feeling?</p>
<p>LOOK AT IT AND LISTEN TO IT! 2g: Identify and explain how meaning is enhanced through choice of words and phrases</p>	<p>When the author uses this sort of sentence, what is the impact? Why did the author...? What do these words tell you? Find three words that show... Why has the author used this word/phrase/sentence? How does the author create this mood/atmosphere? What is the effect of...? What technique has the writer used? Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases. Can you give a clear explanation of...? (non-fiction texts) How are these words effective in describing this character/setting the scene? Which character comes alive most? Why?</p>
<p>COMPARE IT! 2h: Make comparisons within the text</p>	<p>How has the character changed? In what way have characters' feelings changed? How was the problem resolved? How does the opening compare with the ending? Compare two characters from the story and say how they are similar/different. Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them</p>