



Primary English

Education Consultancy

KS2 Guided Reading Prompts for the Reading Content Domains (Updated 2016)

The KS2 Reading Content Domains

The content domains set out the relevant elements from the National Curriculum programme of study (2014) for English at key stage 2 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Source: *English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3*

The KS2 Reading Test administered in May 2016 were the first to use the Content Domains, and were universally acknowledged to be more challenging than those tests administered under the old National Curriculum. The primary change came from the emphasis on vocabulary. This was not just through questions asking children to define words and provide synonyms, but also through the language used in the questions themselves. To this end, the Primary English KS2 Reading Prompts have been updated to include questions using phrases such as: what impressions...what suggestions....what evidence..., all of which should help you better prepare children for the challenge of the National Curriculum tests.

Whilst the Content Domains are based on the National Curriculum they do not include the national curriculum programme of study for reading at KS2 in its entirety, and therefore it is essential that teachers still plan their lessons using the national curriculum.

Rachel Clarke

2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Which of these words..... is a synonym for (choose a word from the text)?
- Find and copy one word meaning.....
- Give the meaning of the word..... in this sentence
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)
- What does this phrase mean? (idiomatic or figurative language)

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about...
(character/setting/mood)?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?
- What do these words mean and why do you think the author chose them?
- What impression do these words... give you about... (use a synonym for the previous words)?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?