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

1. **2a** give / explain the meaning of words in context
2. **2b** retrieve and record information / identify key details from fiction and non-fiction
3. **2c** summarise main ideas from more than one paragraph
4. **2d** make inferences from the text / explain and justify inferences with evidence from the text
5. **2e** predict what might happen from details stated and implied
6. **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole
7. **2g** identify / explain how meaning is enhanced through choice of words and phrases
8. **2h** make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers

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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?