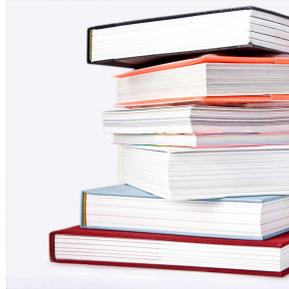


Questions...

LITERAL questions:

Ones where we can find the answer directly in the text.

To answer them well we need to read the text very carefully and find the exact words that tell us what the questions asks.



DEDUCTIVE questions:

Ones where the text does not **actually tell** us, but we can **work out** the answer directly from information the text gives us. To answer them well we need to read the text very carefully and **work things out from the information we are given** (but **not** make things up of our own).

INFERENTIAL questions:

Ones where the text does not **actually tell** us, but we can **work out** the answer by considering the **hints and clues** in the text in the light of our own knowledge and experience. To answer it well we need to read the text very carefully and **draw conclusions of our own from the hints and clues we are given** (but **not** completely make things up, or jump to conclusions not supported by the text).

Question asking us about AUTHORIAL INTENT:

Ones that ask us what the write has done and why. To answer these well we need to read the text very carefully and try to put ourselves in the writer's place (i.e. 'read like a writer'). We need to think about what the writer was trying communicate and how he/she went about doing it.

READING

Getting ready for SATs...



A Parents' Guide



Dore Primary School

Reading– the skills involved...



Many people think that being a 'good reader' simply means that you are able to sound out words and read books or texts fluently. However there are many skills involved in reading text and more importantly understanding what a text says.

As part of the National curriculum your child will be developing a range of skills related to reading. These are set out in the Reading Assessment Focuses. These are listed below as they appear in the National Curriculum but they are also explained below.

1. Use Phonic knowledge and a range of strategies including accurate decoding of text, to read for meaning.

This is the ability to actually read something by sounding out words.

2. Understand, describe, select or retrieve information, events or ideas from the texts and use quotation and reference to text.

This means finding specific information from a piece of text. It is a straightforward question where the answer should be quite obvious.

3. Deduce, Infer or interpret information, events or ideas from texts.

These questions do not always have an obvious answer. Children will need to 'read between the lines' and piece together clues or evidence from texts to give an in depth answer.



4. Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Questions about this assessment focus ask children to focus on the layout and organisation of a text. For example the use of headings or the order that things are written.

5. Explaining and commenting upon the writer's use of language, including grammatical and literacy features at word and sentence level.

Questions linked to this assessment focus ask children to analyse why authors choose specific words or phrases.

6. Identify and comment on the writer's purpose and viewpoints and the overall effect of the text on the reader.

These questions ask children to give and justify their opinions on a text and try to explain what they think the author thought or meant when he or she wrote the text.

7. Relate texts to their social, cultural and historical contexts and literacy traditions.

Can children link the text they have read to other examples of stories or information they have read? Can they link it to real life contexts and examples?



In guided and shared reading sessions, as well as on test papers, children will be asked a range of questions which try to pull out their understanding of what they have read. Listed on the back of this booklet is a guide to different types of questions they may come across.