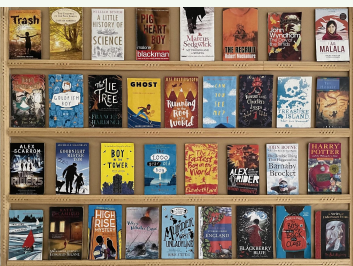


READING AT KEY STAGE TWO

Have a look at the Reading Tests on the desks. Feel free to answer the questions in the booklets!

As with all the End of Key Stage Two tests, the reading test is designed to check children's learning in Years 3, 4, 5 & 6.

This means that many of the skills the children are tested on were taught for the first time in another school. During their time with us, these skills are assessed, revisited and built upon.



WHAT HAPPENS DURING THE READING TEST?

Children are given a drink and biscuit/cereal bar as they arrive for register.

They will do some warm-up activities with the test lead (their tutor or their English teacher).

Some children will go to do their test elsewhere.

Papers will be given to children, and the instructions shared.

Children will have 1 hour* to read and answer questions about the 3 different texts. (*Some children will have 1 ¼ hours).

Word count				
Extract	2016	2017	2018	2019
First	629	601	568	860
Second	780	709	230	632
Third	635	629	1348	1281
Total	2044	1939	2146	2773



THE TEXTS INCREASE IN COMPLEXITY.

THE 'PASS MARK' (to meet age-related standards) changes every year.



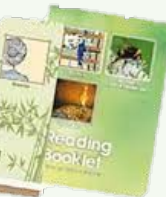
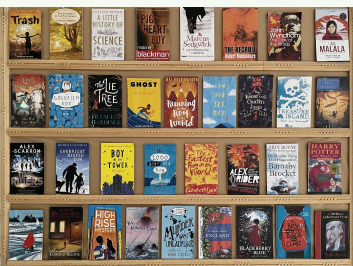
Not Just Word Reading

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

**Children struggle most with questions relating to inference
(tested domain 2d):**

- *it often involves more than one step.
- *children prefer to copy information rather than infer from a range of clues.
- *they are more likely to involve the child having to explain.
- *the question format tends to be the most challenging, in that the questions tend not to fall into the easier 'tick a box' type response.
- *it tends to be one of the most heavily tested domains.

Content domain	2023	2022	2019	2018	2017	2016
2a (vocabulary)	18%	10%	12%	20%	20%	20%
2b (retrieval)	32%	38%	42%	26%	28%	30%
2c (summarise)	2%	4%	2%	6%	4%	2%
2d (inference)	46%	44%	36%	44%	44%	36%
2e (predict)	0%	2%	0%	0%	0%	6%
2f (narrative content)	2%	2%	0%	0%	2%	2%
2g (enhancing meaning)	0%	0%	6%	0%	2%	4%
2h (comparisons)	0%	0%	2%	4%	0%	0%



1

Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

2

Look at page 4.

Why did Priya find it surprising to hear two vehicles drive by?

1 mark

“Not necessarily a problem, but for the 2023 test to contain 2,106 words (the maximum allowed is 2,300) and the 2022 test only containing 1,564 words, this drastically reduces the time available to answer the test questions by 8 and a half minutes” compared to the year before.

Question 1 (2d inference) and question 2 (2d inference).

In 2023, there were two inference questions right at the start of the paper. They required pupils to re-read the text to find the answers, rather than more straightforward retrieval questions which can be found at speed.

WHAT CAN I DO AT HOME?

Regular language discussion

Although only 6 marks were accredited to questions listed as domain 2a ('give/explain the meaning of words in context'), we know that word knowledge, specifically vocabulary breadth, is fundamental to reading comprehension success: if you don't know the meaning of the words on the page then you have great difficulty.

Every question within the test also assesses domain 2a, therefore vocabulary exploration and development is key. Its power to support - and impede - the young reader cannot be understated.

In 2019, one of the most poorly answered questions pertaining to texts 1 & 2, was question 8 (65% correct national response rate):

8

If she was trying to **reassure** Joe, it wasn't working.

What does *reassure* mean in this sentence?

At a national level, both these questions received significantly higher correct response rates than question 8 (Qu.4 = 95.1%; Qu.9 = 92% correct response). This is likely because they don't have the same requirement to **explain**.

4

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

9

Look at the paragraph at the top of page 5.

Find and **copy one** word that shows the boys do not want to leave the house.



WHAT CAN I DO AT HOME?

Regular language discussion

Encouraging and engaging in **daily reading** whether your child reads on their own or if you read together.

Discuss the books, the characters, the storylines and encourage your child to express their own opinions on the book. This is important to their long term development as well as SATs test. Talk about everything and expect your child to explain their views and reasoning.

These are the texts we read in class together:



Don't get stuck! Encourage your child to read a **range** of books - go to AR Bookfinder for ideas.

