

Content domain reference from NC Tests	Codes for text marking /assessment	Key Stage 2 Comprehension Skill / Reading Foci	Explanation <i>(Interim Framework)</i>
2a, 2b	DRE	Deduction / Retrieval & Explanation	<i>Explain & work out the meaning of words in context.</i> Retrieve information from the text (both fiction and <i>non-fiction</i>) and record when necessary.
2d	IN	Inference	<i>Make inferences (e.g. what might happen or have already happened) and use evidence from the text to support their reasoning.</i>
2e	P	Prediction	<i>Predict (make an informed guess) about what might happen using evidence from the text (both stated and implied) to justify their reasoning.</i>
2g	IM	Imagine	Explain what they see in their head and what contributes to the creation of those images.
2g	LC	Authorial intent / effect on the reader LINGUISTIC CHOICES	<i>Explain and evaluate how the author's choice of words (including figurative), grammatical & sentence patterns makes us feel. Read aloud with intonation that shows understanding of authorial intent.</i>
2f	SC	Authorial intent / effect on the reader STRUCTURAL CHOICES	Explain and evaluate how the author has structured their writing e.g. how parts of text may be related; the overall effect that this has on the cohesion and meaning of the piece as a whole and, where appropriate, how it makes us feel.
2c	S	Summarise	<i>Explain the main ideas/ message / bigger picture / lesson or key information from a text, including from a whole story or an extract using quotations for illustration when necessary.</i>
2g	C	Connections, Patterns and Comparisons	<i>Identify and make comparisons, connections and patterns e.g. within their lives, other books, films, authors or within/across the text itself.</i>
Combination of all of the above	O	Form an opinion	Form an opinion about what they read, drawing on all or some of the above skills - offering them to a group discussion if appropriate.

Key Stage 2 Comprehension Skill / Reading Foci	Explanation	Example Questions & Question Stems
Deduction / Retrieval & Explanation	Explain & work out the meaning of words in context.* Retrieve information from the text (both fiction and non-fiction) and record when necessary.	<ul style="list-style-type: none"> • Find and copy 1 word which means X ? or tells you that X ? • Circle / identify the correct word to complete the sentence • Which word is similar to X ? Which word closely matches X? • Find a word which suggests.... X / What does the word X suggest about...? • Write down 3 things that you know about X • Find 2 pieces of information about X • Give two reasons why... • What does X mean? Give the meaning of X? What's the definition of X? • What did X do? What caused...? • What was the consequence of X actions? • What did you find out at the end? • Tick to show if these statements are true or false from what you have read... • Why were the...?
Inference	Make inferences (e.g. what might happen or have already happened) and use evidence from the text to support their reasoning.	<ul style="list-style-type: none"> • How do you know X ? How can you tell X ? • What makes you think X? • Why did X happen? • What evidence is there in the text to make you think...? • What evidence is there of/that...? • Explain what this suggests about... • In what ways would... • According to the text, how... ? • Why...? Why were the...? Why did they... ?
Prediction	Predict/make an informed guess about what might happen using evidence from the text (both stated and implied) to justify their reasoning.	<ul style="list-style-type: none"> • Do you think that...? • Explain what you think will happen? Be the consequence of...? • Will the character...?
Imagine	Explain what they see in their head and what contributes to the creation of those images.	<ul style="list-style-type: none"> • Draw a picture which represents what you've just read • Which picture is the best representation of what you have just read? • What do you see in your imagination when you read? • Close your eyes and now explain what you can see in your head... • Take your partner on a guided walk of what imagine the X to be like? • Write down all of the key words that helps to create your image
Authorial intent / effect on the reader LINGUISTIC CHOICES	Explain and evaluate how the author's choice of words (including figurative), grammatical & sentence patterns makes us feel. Read aloud with intonation that shows understanding of authorial intent.	<ul style="list-style-type: none"> • What impression does X give you? What impression do you get from X? • How does X make you feel? • Why do you think the author used / included X ? • What's the effect of the word / sentence X? • Compare these two – what impressions do they both give you? Why? • From reading this paragraph what impression do you get of X? • Which parts were the funniest? Most frightening?

		<ul style="list-style-type: none"> • Which words give you this impression... and which words give you that impression.... • What's the most important word? What's the most important sentence? • When reading aloud, why have you read X in that way? • Could this section have been read aloud differently to give a different impression? • Why did you chose to read that character's voice in that way? • Match the images/illustrations to the different stories or texts.
Authorial intent / effect on the reader STRUCTURAL CHOICES	Explain and evaluate how the author has structured their writing e.g. how parts of text may be related; the overall effect that this has on the cohesion and meaning of the piece as a whole and, where appropriate, how it makes us feel.	<ul style="list-style-type: none"> • Draw lines to match each part of the story with the correct quote / picture. • How does the way the text is laid out help you as a reader? • Why has the author put this part here? • Can you reorder this text? • Match up... • What words and phrases help link the story / text together? • Are the ending and opening linked? What words and phrases help that? • What helps the writing to flow? • How do you know which bit to read? • Which part is your eye drawn too? Why do you think this is? • The poem is laid out in this way... why? • Using the story mountain, can you plot what happened in the story?
Summarise	Explain the main ideas/ message / bigger picture / lesson or key information from a text, including from a whole story or an extract using quotations for illustration when necessary.	<ul style="list-style-type: none"> • What did the story teach you? What was the message / lesson learnt? • In one sentence tell me... In one word tell me... • Compare these paragraphs, what are they both about? • Write a book blurb • Summarise... • Here are some summaries of different paragraphs, put them in the order they appear in the text.
Connections, Patterns and Comparisons	Identify and make comparisons, connections and patterns e.g. within their lives, other books, films, authors or within/across the text itself.	<ul style="list-style-type: none"> • Have you ever seen this before? Have you ever...? • Have you read any books like this before? Is this book similar to any others that you have read? • Have you read any books by this author before? Have you read the other books in the series? • Have you met any of these characters before? • Does it remind you of anything? • Where else in the story / text does X happen/appear? • Do you recognise? • Is this character familiar? • Is it the same as the film? • Which is better?
Form an opinion	Form an opinion about what they read, drawing on all or some of the above skills - offering them to a group discussion if appropriate.	<ul style="list-style-type: none"> • Do you think the author was successful in frightening you? • What did you especially like? Dislike? • Would you recommend? • Write a book review • What is your opinion of...? What is it about the book that... • Do you like this style of writing? • Tell me... • Would you read it again?