

KS2 READING QUESTION STEMS TO SUPPORT THE TEACHING OF READING IN YEARS 5 AND 6

This resource includes:

- Content domain marks break down and percentage of marks from the 2017 and 2018 KS2 English Reading papers.
- Question stems to support the teaching of reading for each of the content domain.

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school. All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

Commissioned by The PiXL Club Ltd.
Example 2017

© Copyright The PiXL Club Limited, 2017

Reading Questions Stems to support the teaching of reading:

Current weighting of question focus from KS2 2017/2018 Reading tests:

Content Domain	Percentage/Number of Marks 2017	Percentage/Number of Marks 2018
2a Give/explain the meaning of words in a context	20% (10) ⇔	20% (10) ⇔
2b Retrieve and record information/identify key details from fiction and non-fiction.	28% (14) ↓	26% (13) ↓
2c Summarise main ideas from more than one paragraph	4% (2) ↑	6% (3) ↑
2d Make inference from the text, explain and justify inferences with evidence from the text	44% (22) ↑	44% (22) ⇔
2e Predict what might happen from details stated and implied	0% (0) ↓	0% (0) ⇔
2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	2% (1) ⇔	0% (0) ↓
2g Identify/explain how meaning is enhanced through choice of words and phrases	2% (1) ↓	0% (0) ↓
2h Make comparisons within the text	0% (0%) ⇔	4% (2) ↑

Question stems to support the planning, teaching and learning of each content domain for reading:

- N.B. Using evidence from the text to support all answers should be common practice across all content domain.

2016
2017
2018

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

- **Find** and **copy** one word meaning...
- Look at the paragraph beginning...**Find** and **copy** one word meaning...
- In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)
- **Find** and **copy** a word/group of words that suggest that...
- Circle the correct option to complete the/each sentence below...
- Look at the paragraph... what does the word...suggest about...
- **Find** and **copy** one word/group of words that tells you...
- What does the word...suggest about...
- Give the meaning of the word...in this sentence.
- What does...mean? (can be multiple choice)
- What does the word... tell you about...
- **Find** and **copy**...different words that show...
- Choose the best words to match the description above. Circle your choice.
- What does the word... mean in this sentence?
- **Find** and **copy** a group of words that means the same as...
- This means that...
- Which of the following... is closest in meaning to...

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

- Write down one/two/three things that you are told about the...
- Which one of these drawings best represents...
- What did...have to do in order to...
- What was revealed at the end of the poem/story? (can be multiple choice)
- Using information from the text indicate whether the following statements are true or false...
- Circle the correct option to complete the/each sentence below...
- What helped...to get...?
- Look at the paragraph beginning...give one/two reasons why...
- Why were...not always...?
- How would you get from...to...?
- According to the text what could you do on... ? Give two examples.
- Look at the paragraph/text box. Complete the table below...
- Tick true or false in the following table...
- What does the... do to frighten the...?
- How does the ... behave when...?
- What conclusion does...draw from this/...?
- What event made...want to/do...?
- What hardship did...face? How did they deal with it?
- In what year did...
- How long did...
- Who/What/Where/Why/How/When...
- According to the text, approximately/what/how/why/give **one**... (includes give two reasons)
- According to some...
- Number these facts about the...from 1-5 in the order which they happen...
- Complete the sentence below...
- What is one name that...
- What was one effect...
- What does the poet ask...
- How do you know that...

2c Summarise main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the poem/story?
- Using information from the whole text, tick one box in each row to show whether each statement is true or false.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Number the following sentences from -5 to show the order in which they happened in the poem...
- Look at the first two paragraphs. Which sentence below **best** describes the...

2d Make inference from the text, explain and justify inferences with evidence from the text

- How can you tell that...was keen to get to the... ?
- Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs?
- Look at the paragraph beginning... why did ...find it difficult to ... ?
- Look at the paragraph beginning...how do you know that... wanted to keep...a secret?
- What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...
- Explain what this description suggests about...
- What evidence in the text is there that....can be dangerous? Give two examples.
- Why did ... feel ...?
- In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.
- According to the text, how did the...help to change the opinion of...
- How do you think ... felt when (or about) ...?
- What do you think...was thinking?
- What kind of person do you think...was? Use evidence from the text to support your answer.
- Explain how...felt about...
- How do these words make the reader feel about... ?
- How does the first paragraph suggest that the characters are... ?
- How can you tell that...is an expert on ... ?
- In what way does... think that ... is?
- Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.
- What was unusual for....on ...?
- Choose the best words to match the description. Circle both of your choices.
- How is the...made to seem...?
- What does this paragraph tell you about...character?
- What else in the text tells us that...
- What other impressions do you get of...
- Explain what the poet/author finds...about...
- What is **one** thing that did **not** change...
- **Find** and **copy** a group of words that shows...
- Tick the two verses that are about...
- Look at the first paragraph. What suggests that the...
- What impressions do you get of...at this point in the extract? Give two impressions, using evidence from the text to support your answer.
- Give **two** reasons why...

2e Predict what might happen from details stated and implied

- Do you think that ... will change his/her/their behaviour in the future...
Explain why using evidence from the text.
- Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction
- What do you think...would say to... about? Use evidence from the text to support your answer.

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

- Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.
- **Find** and **copy** a group of words where ... mood changes.
- What impact does ... change in mood/feeling have on the text as a whole?
- The characters have different opinions of each other throughout the text.
Find and **copy** a group of words which explain ... opinion of... .
- Draw lines to match each section to its main content.

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

- Why did the author use/choose this word?
- Explain why the word...has been used
- Why does the writer compare....to....?
- Why did the author use this simile?
- What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?
- How does...help you to understand...?
- How do the words create a feeling of...?
- What do phrases like...tell us?
- What impression of the... does this word/phrase give us?
- **What does this description tell us about...**

2h Make comparisons within the text

- The mood/relationships/opinions of the characters change throughout the text. How do they change?
- How does...feel about ... compared to the beginning of the text?
- According to the text... give one way that....
 - a) Are similar to...
 - b) Are different to...