

Reading:

What have pupils covered by the end of KS2?



By the end of KS2, pupils should have had a rich and varied diet of reading experiences. The National Curriculum states that pupils should be able to read 'effortlessly' but that direct vocabulary instruction should continue. Pupils should have read a range of non-fiction, poems, contemporary fiction, heritage literature and world literature. Some texts commonly read in Year 6 include:

Fiction:

- *Holes*, Louis Sachar
- *The Explorer*, Katherine Rundell
- *Goodnight Mister Tom*, Michelle Magorian
- *Kensuke's Kingdom*, Michael Morpurgo
- *Treasure Island*, Robert Louis Stevenson

Poetry and non-fiction:

- *The Highwayman*, Alfred Noyes
- *The Listeners*, Walter de la Mare
- *If*, Rudyard Kipling
- *Shackleton's Journey*, William Grill
- *Evolution Revolution*, Robert Winston

Pupils should be able to:

- tell you their favourite book, author and poem and express clear preferences about what they like to read;
- discuss the purpose and audience for a text;
- comment on the structure, style and format of a text and explain why it has been written this way;
- explain the meaning of a range of tier 2 and tier 3 vocabulary, including giving synonyms and antonyms and recognising common root words to help them;
- retrieve details from a given section of text by reading closely, for example dates, times, what a character was wearing, details about the setting of a narrative etc;
- construct simple inferences using what has happened in the text already, their own general knowledge and clear reasoning;
- make a plausible prediction about what might happen next and find a piece of evidence in a text that supports their prediction;
- summarise a passage in their own words and identify the main theme of a text;
- differentiate between fact and opinion and prove or disprove statements about a text;
- recognise some types of figurative language and other literary devices;
- make simple comparisons within and between texts, for example two characters in a story or the themes in two poems written by the same author.

Author study:

Throughout KS2, pupils will have read a number of texts by the same author. They should be familiar with some of the following:

- Roald Dahl
- Michael Morpurgo
- Philip Pullman
- Katherine Rundell
- Dick King Smith
- Emma Carroll
- Anne Fine
- Charles Dickens

Reading experiences:

Pupils will have had a range of different reading experiences including many of the following:

- reading independently;
- reading for a sustained period of time (30 + minutes);
- reading aloud to others;
- performing a poem and/or a play;
- recommending books;
- discussing books and authors;
- responding to a range of question types e.g. multiple choice, find and copy, extended response;
- reading under timed conditions;
- reading across the curriculum.

Reading:

What does Expected Standard look like?



To achieve Expected Standard by the end of KS2, there are certain reading attributes that are essential:

- secure decoding skills;
- stamina and pace;
- high accuracy in retrieving key information;
- the ability to refer to the text in an answer.

The passage below is typical of the level of an Expected Standard text for the end of KS2:

What was this? This was rough, stony ground surrounded by gnarled trees. This was cold, quiet dullness where the only sound was the birds above their heads and the rustle of creatures moving in the long grass. Ryan glanced across at Kayla; she looked even more miserable than he felt. The brightly coloured shorts and t-shirt didn't match her dark mood. This wasn't the holiday she had imagined.

"Nearly there now," chirped their uncle, as they trudged up the rocky path. Finally, they stepped out of the woods. The children followed their uncle up on to a large boulder.

The view, as their uncle had promised, was magnificent. From up here, they could see the vast bay far below them, edged with golden beaches. Behind them, the mountains rose steeply. Patches of snow even remained on the very top of some, left over from the bleak winter.

In order to achieve Expected Standard, pupils should:

- have a secure vocabulary and the skills to work out unfamiliar words using the context of the text;
- have the ability to retrieve multiple items from the text;
- be able to construct inferences based on what they have read;
- make simple predictions and comparisons;
- be able to respond to questions in different forms, including extended response.

What might be different at Higher Standard?

- Greater detail and precision in extended response answers.
- Greater awareness of authorial intent and how this affects the way a text is written.
- Deeper and broader knowledge of vocabulary.
- More proficient in using evidence from the text to support answers.

These are the sorts of questions that most pupils should be able to answer confidently:

Write down **two** things you are told about the view.

1. _____
2. _____

Look at the paragraph beginning: *The view, as their uncle had promised, was magnificent.*

Find and **copy one** word which tells you that the bay is large.

Complete the table below with one piece of evidence to support each statement:

Statement	Evidence
Ryan couldn't see the design on the button.	
Ryan is interested in the button.	

The Test:

In order to achieve Expected Standard on an end of Key Stage 2 assessment, pupils should score in the region of 28 marks out of 50. The Key Stage 2 paper is made up of three unrelated text extracts and these are usually ordered from easiest to hardest. This means that many of the questions at the end of the paper target pupils capable of achieving Higher Standard (usually around 40/50 marks). It is usual for the non-narrative text to address an area of study from the wider curriculum and to contain a high level of tier 3 vocabulary. To achieve Expected Standard on the test pupils usually have very high levels of accuracy across the first two texts. The final text is usually a very challenging narrative which tests pupils' ability to construct more complex inferences.

Reading:

Likely gaps and misconceptions



These are some of the common gaps and misconceptions that are often evident in national data.

What pupils read:

- **Poetry** – themes, conventions and subtleties of language.
- **Challenging vocabulary** – tier 3 subject-specific vocabulary, particularly in non-narrative texts.
- **Narrative texts** – significantly outside of their field of reference.

Reading skills:

- Vocabulary: explaining what a word or phrase **suggests** about a subject.
- Retrieving **multiple items** from a passage.
- Making **nuanced inferences** that require them to reason more deeply about what they have read.
- **Comparison** within and between texts.

These are the types of questions that data shows us pupils commonly find challenging with some explanations of the potential challenges in each question.

In the paragraph beginning: *Another watery legend...*

Which words tell you that the sailors wanted to appear brave?

- Understanding that the question is looking for a synonym for brave.

Why did sailors exaggerate their stories of sea monsters?

- Identifying character motivation.

How do you know that the expedition is dangerous?

Give **two** examples, using evidence from the text to support your answer.

- Providing evidence from the text. Giving multiple examples.

Complete the table to show how the sea monsters were described in modern stories.

How they looked	
How they behaved	

- Unpicking a description to identify information about appearance and behaviour. Tabulated question type. No direction to a specific paragraph.

Reading experiences:

- Reading under **timed conditions**.
- Reading for **sustained** periods of time.
- Switching between **different types** of texts.
- Using the **text itself** to answer a question.
- **Persevering** with a text they find challenging or boring.

What does the phrase 'punishing trek' suggest about their journey the day before?

Give **two** points.

- Subtleties of 'suggestion' within the text. Understanding the phrase in the question.

Complete the table to show how the reactions of **all** the men differed from **just** Captain Spraysmoore when Craggy made his confession.

All men	Just Captain Spraysmoore

- Close reading of the question, including some of the question phrasing e.g. *differed*, *reactions*. Completion of a table. Multiple part response and no direction to a specific paragraph.

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