

MILESTONES FOR READING and the KS2 READING TEST

Milestone 2	Milestone 3	Question Types
To read words accurately		According to the text... Referring to the text... Give two reasons, give three ways, give one example... Why do you think... How do you know that... Where would you be most likely to see this text? Number the events below to show the order in which they happen in the story. What is the purpose of the text? Label the text to show the title/heading/subheading etc. Find one word that suggests... What does the bear eat? Look at the paragraph beginning: Once upon a time... How does the writer increase the tension throughout this paragraph? Explain fully referring to the text in your answer.
Apply a growing knowledge of root words, prefixes and suffixes	Apply knowledge of root words, prefixes and suffixes.	
Read further exception words, noting the spellings.		
To understand texts		Possible Questions
Draw inferences from reading.	Recommend books to peers, giving reasons for choices.	What do you think the writer intended the audience to feel/think about this character/event? Why? Could you recommend this bok to others using an example from the text? What are the main themes/ideas in the text? How do you know this? How does this compare to other books you have read? What questions could we ask to improve our understanding? What predictions could you make, based upon what you know so far? What text type is this? How do you know? How is this similar/different to other text types? Can you summarise the key ideas from the text? What key words enable this? What do you think will happen to the main character? How will they feel about this? How do you know?
Recall and summarise main ideas.	Make comparisons within and across books.	
Discuss words and phrases that capture the imagination.		
Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.		Find me three facts about... Find and copy a sentence that tells you... Describe the structure of... What topics do the subheadings indicate? Where could I find...? Why was this title a relevant one? Using information *here*, plan a day at...tell me about...create a list of facts about... Give an example of *grammatical feature* and say what effect it has upon the reader's understanding of meaning. Which paragraph tells you... What is the best way to find... Find a sentence tthat helps you to identify the author's purpose/intent
Recognise some different forms of poetry.	Learn a wide range of poetry by heart.	What type of poem is this? How would you describe its style/structure/features?

Prepare poems and plays to read aloud with expression, volume, tone and intonation.	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	How should this poem be performed? What tone would the speaker adopt? Where would you emphasise your words when speaking? Why? How could making that part quieter/louder impact upon the listener? What effect might a longer pause have? Speed? How can the speaker engage the audience during *this* part?
Identify recurring themes and elements of different stories.	Identify and discuss themes and conventions in and across a wide range of writing.	Why does the author keep talking about *? What is a theme? How can you spot one? Is the theme of *hope/love/family/truth, etc* important? How can we tell this? How do the themes compare to *other* book? How does the feeling change on the book? What matters to the writer? Is this a theme? Can you think of a story/text/author with similar themes? How can you tell that * is a theme? What have you read/seen with a similar theme?
Explain and discuss understanding of reading, maintaining focus on the topic.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence .	What is the relationship between the characters? What motive does the character have for behaving this way? What makes you think this? Can you explain why...has been used? What does * show you about how he/she feels/thinks? This character thinks/feels/behaves like *. Find something in the text that proves/disproves this. Provide evidence that tells us...? What proof is there that...? How might we decide if it is true that...?
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		
Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	What predictions/suggestions can we make about what might follow? Where do these ideas come from? Find a sentence/quote/piece of dialogue that demonstrates... What does *this* piece of detail indicate about what may happen? How do you think * will react? How can you tell this? How does the author lead you to think that...?
Identify main ideas drawn from more than one paragraph and summarise these.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas .	What is the main idea from this paragraph? How does this compare to the previous paragraph? Are the ideas in these paragraphs the same/different? What overall ideas is the author trying to communicate across these paragraphs? What evidence is there that this was the intention/purpose of the paragraphs/text? How does the author portray their ideas? Which details most clearly suggest this? How could we put these ideas into a simple sentence or two? Write a sentence that summarises the ideas here.

Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning .	What does * mean? How does this affect the meaning? How would the meaning change if I were to change the work to *? What do you consider to be the most significant meaning? How does the language/structure support this? What words are similar to this in meaning? How are they more/less precise? Why is this paragraph first? What function does it perform? Would it work in a different place? Why? How does the introduction orientate the reader/conclusion summarise ideas? What words and phrases indicate this? How do conjunctions help to create meaning? Find a word that tells me he is adding to the point What is the purpose of the heading/diagram etc?
Ask questions to improve understanding of a text.	Ask questions to improve understanding.	How can we work out what * means? Create a question that might help me learn more about *character*. If you could ask the author a question what question would you ask? Can you create quiz questions about this text? Which of these are the most important for the reader to be able to answer? What question could I ask if I don't understand all of this? What details are left to our own perception?
Check that the text makes sense, discussing understanding and explaining meaning of words in context.	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.	What does the narrator/author mean by *? What <i>could</i> they mean? How do you know which meaning is intended? Is there more than one possible meaning to the word *? Has the sentence made sense when read in this way? What do I need to do as I read it?

KS2 Test References

National Curriculum Reference	Pupils working at the expected standard are able to:	10-20%
2a give / explain the meaning of words in context	show an understanding of the meaning of vocabulary in context (2a)	16-50%
2b retrieve and record information / identify key details from fiction and non-fiction	retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) provide developed explanations for key information and events and for characters' actions and motivations (2b)	2-12%
2c summarise main ideas from more than one paragraph	accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	16-50%
2d make inferences from the text / explain and justify inferences with evidence from the text	make developed inferences drawing on evidence from the text (2d) explain and justify inferences, providing evidence from the text to support reasoning (2d)	0-6%
2e predict what might happen from details stated and implied	make developed predictions that are securely rooted in the text (2e)	0-6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f) identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole (2f)	0-6%

2g identify / explain how meaning is enhanced through choice of words and phrases	identify / explain how the choice of language enhances the meaning of texts (2g)	0-6%
2h make comparisons within the text	make accurate and appropriate comparisons within texts (2h)	0-6%

Cognitive domains THINKING in KS2 Test

	LOW DEMAND	HIGH DEMAND
Strand A - Accessibility of the target information	The information that needs to be located is basic, highly prominent and limited to one or two pieces. It is clearly located by question wording and limited to a short section of the text. Competing information is limited.	The target information is not strongly located by the question. It is not prominent within the text, and not limited to one or two pieces. There is significant competing information, either within the text or in the form of functional distractors.
Strand B - Complexity of the target information	Target information has a low level of abstractness and lexico-grammatical density, is largely familiar to pupils and is easily cued by the wording of the task.	Target information has a high level of abstractness and lexico-grammatical density and a low level of familiarity. There is a low level of semantic match between task wording and relevant information in the text.
Strand C - Task-specific complexity	Requires only simple retrieval, with little or no inference and has concrete task requirements.	There are complex inference and abstract task requirements.
Strand D - Response strategy	Answers will be limited to a few words and will require little organisation. The structure of response required will be clearly indicated in the question or answer booklet.	Answers are extended, and require pupils to fully structure and organise their own responses.
Strand E - Technical knowledge required	No complex word meanings or subject-specific technical language is required.	Knowledge of complex word meanings and subject-specific technical language is required.