

# Reading Comprehension



THE  
GORDON  
CHILDREN'S  
ACADEMY

Name: \_\_\_\_\_

Class: \_\_\_\_\_



'Transforming Life chances'

## Children first-Aspire-Challenge-Achieve

**Aspire:** To be the best I can be in everything that I try to do. To use the adults and resources available both at school and at home, to aspire for personal excellence and professional competence.

**Challenge:** To aim high, to push my limits to be able to strive for the highest possible achievements. To make every minute count to by maximising all learning opportunities both at school and at home. To seek challenge and to use my thinking tools to develop my thinking and push myself forward. To be responsible and in control of my own destiny. To be a skilled, independent, reflective learner.

**Achieve:** To demonstrate the highest levels of thinking and habits. To question, to challenge, to think independently and interdependently to achieve my personal academic aims. To be proud of who I am and what I achieve.

### 'You are who you choose to be!'

	T6	T1	T2	T3	T4	Target



# Define



## 2a: Give/explain the meaning of words in context (20% 10m)

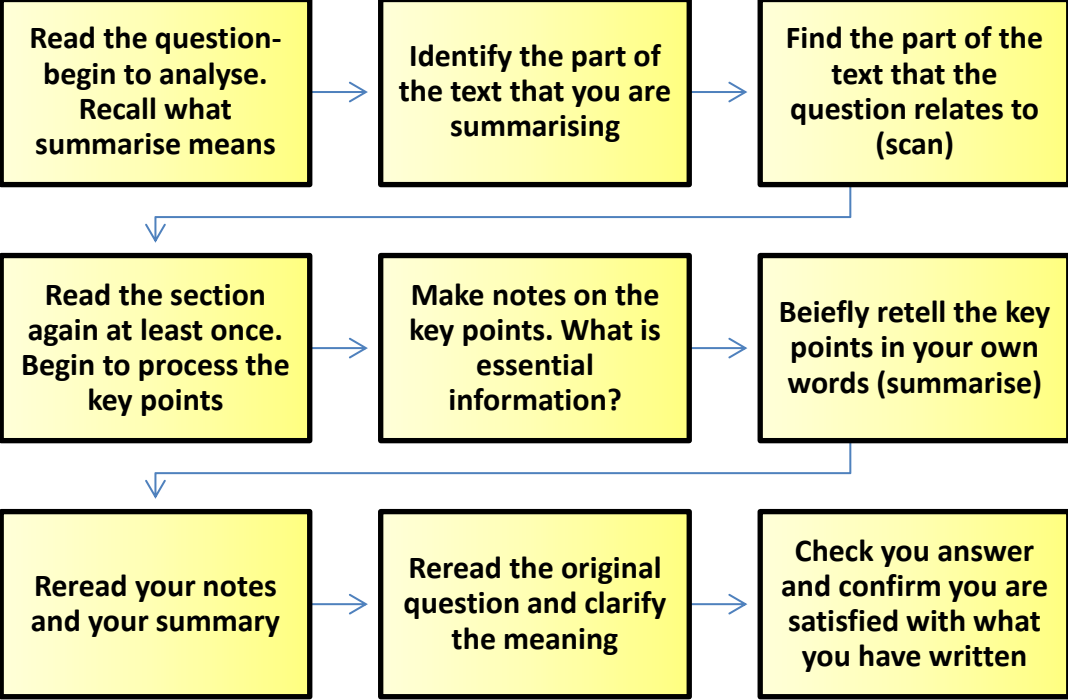
Question Stems	Test Technique
<ul style="list-style-type: none"> <li>➤ <b>Find</b> and <b>copy</b> one word meaning...</li> <li>➤ Look at the paragraph beginning...<b>Find</b> and <b>copy</b> one word meaning...</li> <li>➤ In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)</li> <li>➤ <b>Find</b> and <b>copy</b> a word/group of words that suggest that...</li> <li>➤ Circle the correct option to complete the/each sentence below...</li> <li>➤ Look at the paragraph... what does the word...suggest about...</li> <li>➤ <b>Find</b> and <b>copy</b> one word/group of words that tells you...</li> <li>➤ What does the word...suggest about...</li> <li>➤ Give the meaning of the word...in this sentence.</li> <li>➤ What does...mean? (can be multiple choice)</li> <li>➤ What does the word... tell you about...</li> <li>➤ <b>Find</b> and <b>copy</b>...different words that show...</li> <li>➤ Choose the best words to match the description above. Circle your choice.</li> <li>➤ What does the word... mean in this sentence?</li> <li>➤ <b>Find</b> and <b>copy</b> a group of words that means the same as...</li> <li>➤ ..... This means that...</li> <li>➤ Which of the following... is closest in meaning to...</li> </ul>	<pre> graph TD     subgraph Row1         R1_1[Identify the word-highlight it] --&gt; R1_2[Read the word- use a range of strategies to help]         R1_2 --&gt; R1_3[Read word in the sentence. Begin to formulate ideas]     end     subgraph Row2         R2_1[Read the sentence before and after. Read the whole papagraph if needed] --&gt; R2_2[Think about the text as a whole]         R2_2 --&gt; R2_3[Make inference based on what you know.]     end     subgraph Row3         R3_1[Check number of marks- answer the question] --&gt; R3_2[Reread the original question and clarify the meaning]         R3_2 --&gt; R3_3[Check your answer and confirm you are satisfied with what you have written]     end     R1_3 --&gt; R2_1     R2_3 --&gt; R3_1     </pre>

# Retrieve



## 2b: Retrieve and record information/identify key details from fiction and non-fiction. (26% 13m)

Question Stems	Test Technique
<ul style="list-style-type: none"> <li>➤ Write down one/two/three things that you are told about the...</li> <li>➤ Which one of these drawings best represents...</li> <li>➤ What did...have to do in order to...</li> <li>➤ What was revealed at the end of the poem/story? (can be multiple choice)</li> <li>➤ Using information from the text indicate whether the following statements are true or false...</li> <li>➤ Circle the correct option to complete the/each sentence below...</li> <li>➤ What helped...to get...?</li> <li>➤ Look at the paragraph beginning...give one/two reasons why...</li> <li>➤ Why were...not always...?</li> <li>➤ How would you get from...to...?</li> <li>➤ According to the text what could you do on... ? Give two examples.</li> <li>➤ Look at the paragraph/text box. Complete the table below...</li> <li>➤ Tick true or false in the following table...</li> <li>➤ What does the... do to frighten the...?</li> <li>➤ How does the ... behave when...?</li> <li>➤ What conclusion does...draw from this/...?</li> <li>➤ What event made...want to/do...?</li> <li>➤ What hardship did...face? How did they deal with it?</li> <li>➤ In what year did...</li> <li>➤ How long did...</li> <li>➤ Who/What/Where/Why/How/When...</li> <li>➤ According to the text, approximately/what/how/why/give one... (includes give two reasons)</li> <li>➤ According to some...</li> <li>➤ Number these facts about the...from 1-5 in the order which they happen...</li> <li>➤ Complete the sentence below...</li> <li>➤ What is one name that...</li> <li>➤ What was one effect...</li> <li>➤ What does the poet ask...</li> <li>➤ How do you know that...</li> </ul>	<pre> graph TD     A[Read the question- begin to analyse] --&gt; B[Identify the question type (which, when, where, why, how who etc)]     B --&gt; C[Identify and highlight the main words in the question]     C --&gt; D[Identify how the question relates to the text]     D --&gt; E[Find the part of the text the question relates to (scan)]     E --&gt; F[Retrieve the information. Consider your response to answering the question.]     F --&gt; G[Answer the question]     G --&gt; H[Reread the original question and clarify the meaning]     H --&gt; I[Check you answer and confirm your are satisfied with what you have written]     </pre>

Question Stems	Test Technique
<ul style="list-style-type: none"> <li>➤ Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</li> <li>➤ What is the main message of the poem/story?</li> <li>➤ Using information from the whole text, tick one box in each row to show whether each statement is true or false.</li> <li>➤ Which of the following would be the most suitable summary of the whole text?</li> <li>➤ Which statement is the best summary for the whole of page...</li> <li>➤ Number the following sentences from -5 to show the order in which they happened in the poem...</li> <li>➤ Look at the first two paragraphs. Which sentence below best describes the...</li> </ul>	 <pre> graph TD     A[Read the question- begin to analyse. Recall what summarise means] --&gt; B[Identify the part of the text that you are summarising]     B --&gt; C[Find the part of the text that the question relates to (scan)]     C --&gt; D[Read the section again at least once. Begin to process the key points]     D --&gt; E[Make notes on the key points. What is essential information?]     E --&gt; F[Briefly retell the key points in your own words (summarise)]     F --&gt; G[Reread your notes and your summary]     G --&gt; H[Reread the original question and clarify the meaning]     H --&gt; I[Check you answer and confirm you are satisfied with what you have written]     </pre>

# Infer



## 2d: Make inferences from the text/explain and justify inferences with evidence from the text (44% 22m)

Question Stems	Test Technique
<ul style="list-style-type: none"> <li>➤ What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...</li> <li>➤ Explain what this description suggests about...</li> <li>➤ What evidence in the text is there that....can be dangerous? Give two examples.</li> <li>➤ Why did ... feel ...?</li> <li>➤ In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.</li> <li>➤ According to the text, how did the...help to change the opinion of...</li> <li>➤ How do you think ... felt when (or about) ...?</li> <li>➤ What do you think...was thinking?</li> <li>➤ What kind of person do you think...was? Use evidence from the text to support your answer.</li> <li>➤ Explain how...felt about...</li> <li>➤ How do these words make the reader feel about... ?</li> <li>➤ How does the first paragraph suggest that the characters are... ?</li> <li>➤ How can you tell that...is an expert on ... ?</li> <li>➤ In what way does... think that ... is?</li> <li>➤ Put a tick in the correct box to show whether each of the following statements is a fact or an opinion.</li> <li>➤ What was unusual for....on ...?</li> <li>➤ Choose the best words to match the description. Circle both of your choices.</li> <li>➤ How is the...made to seem...?</li> <li>➤ What does this paragraph tell you about...character?</li> <li>➤ What else in the text tells us that...</li> <li>➤ What other impressions do you get of...</li> <li>➤ Explain what the poet/author finds...about...</li> <li>➤ What is one thing that did not change...</li> <li>➤ Find and copy a group of words that shows...</li> <li>➤ Tick the two verses that are about...</li> <li>➤ Look at the first paragraph. What suggests that the...</li> <li>➤ What impressions do you get of...at this point in the extract? Give two impressions, using evidence from the text to support your answer.</li> </ul>	<pre> graph TD     subgraph Row1         A1[Read the question- begin to consider inference] --&gt; B1[Identify the question type (which, when, where, why, how, who etc)]         B1 --&gt; C1[Identify main words in the question]     end     subgraph Row2         A2[Identify how the question relates to the text] --&gt; B2[Read between the lines (inference)]         B2 --&gt; C2[Use your inference to work our the answer. Begin to formulate a response]     end     subgraph Row3         A3[Find a part of the text (quote) to support your answer- why do you think that?] --&gt; B3[Reread the original question and clarify the meaning]         B3 --&gt; C3[Check you answer and confirm you are satisfied with what you have written]     end     C1 --&gt; A2     C2 --&gt; A3     </pre>

# Predict



## 2e: Predict what might happen from details stated and implied (0% 0m)

Question Stems	Test Technique
<ul style="list-style-type: none"><li>➤ Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.</li><li>➤ 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</li><li>➤ What do you think...would say to... about? Use evidence from the text to support your answer.</li></ul>	<pre>graph TD; A[Read the question] --&gt; B[Consider what you already know]; B --&gt; C[Think about what might happen next]; C --&gt; D[Link your thinking back to what you already know]; D --&gt; E[Explain (or think about) why you think this]; E --&gt; F[Consider number of marks- is there a quote in the text that would support this?]; F --&gt; G[Reread the original question and clarify the meaning]; G --&gt; H[Check your answer and confirm you are satisfied with what you have written];</pre>

# Relate



## 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. (0% 0m)

Question Stems	Test Technique
<ul style="list-style-type: none"><li>➤ Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.</li><li>➤ Find and copy a group of words where ... mood changes.</li><li>➤ What impact does ... change in mood/feeling have on the text as a whole?</li><li>➤ The characters have different opinions of each other throughout the text. Find and copy a group of words which explain ... opinion of... .</li><li>➤ Draw lines to match each section to its main content.</li></ul>	<pre>graph TD; A[Read the question] --&gt; B[Identify question type (which, when, where, why, how, who etc)]; B --&gt; C[Identify the main words in the question]; C --&gt; D[Find the part of the text the question relates to (scan)]; D --&gt; E[Think about how it relates to the whole text]; E --&gt; F[Think about why it relates to the whole text]; F --&gt; G[Consider your answer-make light initial links (draw lines to). Revise if needed]; G --&gt; H[Reread the original question and clarify the meaning]; H --&gt; I[Check your answer and confirm you are satisfied with what you have written];</pre>



# Explore



## 2g: Identify/explain how meaning is enhanced through choice of words and phrases. (0% 0m)

Question Stems	Test Technique
<ul style="list-style-type: none"><li>➤ Why did the author use/choose this word?</li><li>➤ Explain why the word...has been used</li><li>➤ Why does the writer compare....to....?</li><li>➤ Why did the author use this simile?</li><li>➤ What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?</li><li>➤ How does...help you to understand...?</li><li>➤ How do the words create a feeling of...?</li><li>➤ What do phrases like...tell us?</li><li>➤ What impression of the... does this word/phrase give us?</li><li>➤ What does this description tell us about...</li></ul>	<pre>graph TD; A[Read the question] --&gt; B[Identify the word/phrase within the text]; B --&gt; C[Read the word within the sentence/paragraph]; C --&gt; D[Think about the impact/effect that the word has on the meaning]; D --&gt; E[Consider your accurate interpretation of the word/phrase]; E --&gt; F[Reread the original question and clarify the meaning]; F --&gt; G[Check your answer and confirm you are satisfied with what you have written];</pre>

# Compare

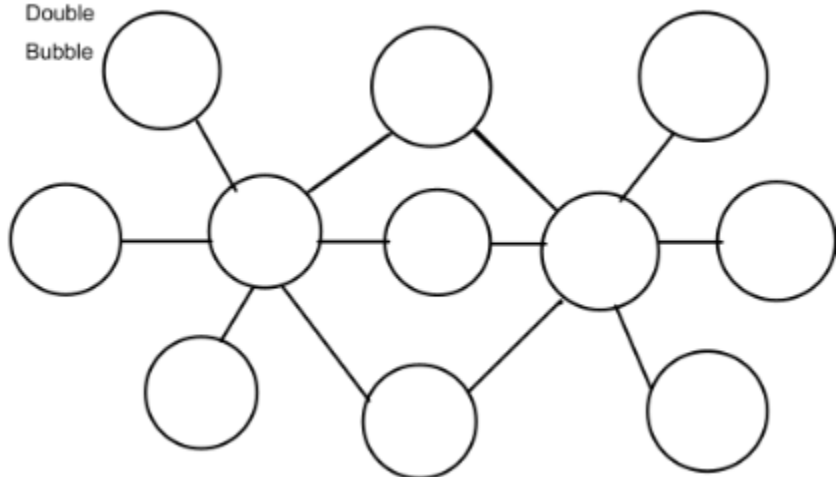


## 2h: Make comparisons within the text (4% 2m)

### Question Stems

- 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....
- Are similar to...
- Are different to...

Double  
Bubble



### Test Technique

Read the question

Identify the question type (which, when, where, why, how, who etc)

Find the part/s that the question relates to (scan)

Think about how it relates to the whole text

Compare the part/s of the text. Begin to formulate ideas

Check that you are satisfied with the comparisons that you have made

Reread the original question and clarify the meaning

Check you answer and confirm you are satisfied with what you have written

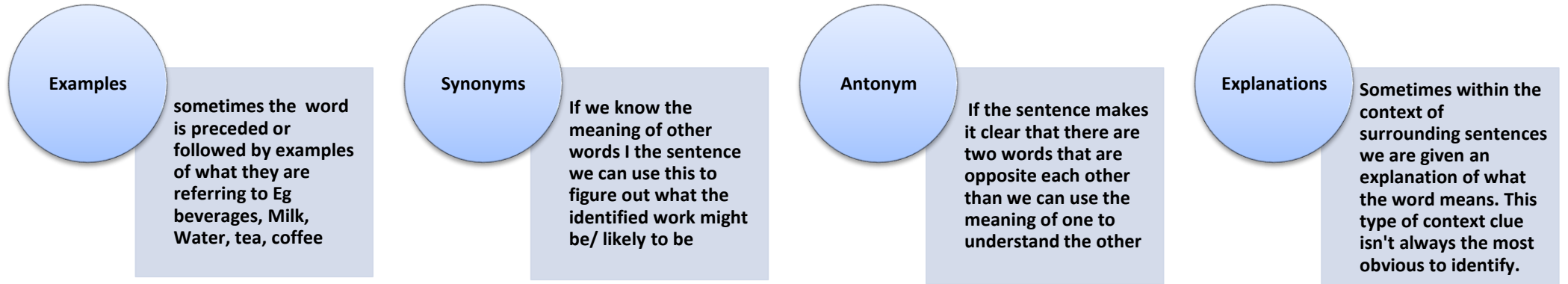
## Answering **FIND** and **COPY** questions

When you are asked to 'Find and Copy' a group of words, you are usually expected to find a phrase or a clause.

A <b>PHRASE</b> is a group of words which adds information to a sentence but does not have a subject doing a verb.	A <b>few days earlier</b> , she had pulled a muscle when she was playing football. A <b>few days earlier...</b> is a phrase and counts as a group of words
A <b>CLAUSE</b> is a group of words which adds information to a sentence and tells us something is happening. It has a subject doing a verb.	A few days earlier, she had pulled a muscle <b>when she was playing football</b> . '...when she was playing football.' includes a verb so it is a <b>CLAUSE</b> – this counts as a group of words.

### ✓ **FIND AND COPY** - You must **COPY**!

- ✓ This does not mean put it into your own words. Write it down **exactly** as it is in the original text.
- ✓ Being accurate is the key.
- ✓ These questions are not asking for whole sentences to be copied. Make sure you have found the exact part of the writing that answers the question.



### Question stems for word meaning

- Find and copy a word which means ...
- Find and copy a group of words which mean ...
- Find and copy a words which means the same as ...
- Find and copy a group of words which suggest that ...
- Find and copy a word (or group of words) which tells us that ...

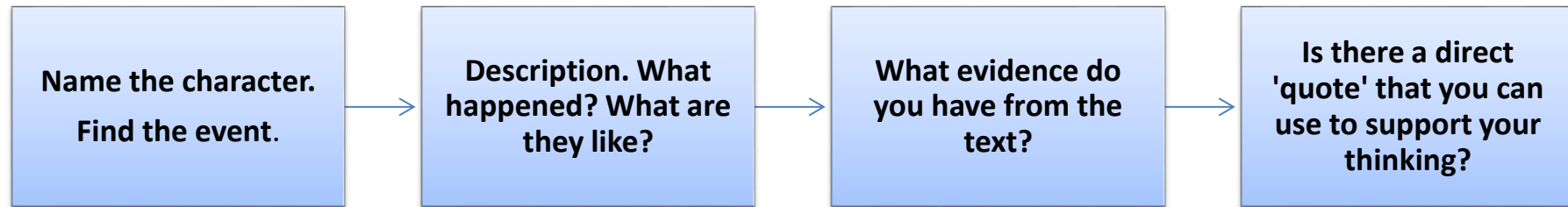
### Show or suggest questions-

Here we use of knowledge of language to understand how/why/when something is. Eg Silent tears could mean someone is upset

Can retrieve key details and quotations to demonstrate understanding of character, events and information.

Characters are not just created by how they **look** but also by how they **speak** and **react to others**. Their **behaviour** and the choices they make in the story identify the kind of person they are.

Using flow maps will help organise your thinking



Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from text.

**who**

Often we will be looking for a name so we can scan the text for a proper noun. Using capital letters will support this

**what**

Factual answers from the text. Might need find and copy.

**why**

Reading detectives- using inference skills to answer the questions

**where**

Often we will be looking for a place. We can scan the text for a proper noun. Or scan for a place eg kitchen

**when**

Look for a date/time or period of the day/year

**how**

Reading detectives- using inference skills to answer the questions

As well

as focusing on the key words at the beginning of a question, we also need to be able to refer directly to the text or use quotations. Let's take a closer look at this:

## Retrieving quotations from a text.

Underline the key information in the question

Scan the text for the key words

Read the sentence around it to find the quotation

Use quotation marks '.....'

Explain what the quotation tells us or suggests

Useful stock phrases to explain quotations.

This suggests that...This implies that...This tells us that...This gives the impression that...This helps the reader understand that...This creates the effect...

## Can provide developed explanations for key information, events, character actions and motivations

Sometimes, authors want to make sure that we **take notice** of an **important issue**. By presenting us with all the facts that support the issue, they are more likely to convince us **to pay attention** to what they are saying.

We can enjoy reading a story much more if **we get to know the characters** in more detail. Clues in the text help us to understand characters much better. What characters **say** and how they **act** and **react** to other people and events in the story are the clues we need to look out for

**Can provide straightforward explanations for the purpose of the language, structure and presentation of texts**

Authors ‘**set the tone**’ in their writing by demonstrating **emotions** and **feelings** through **words**. The way the author feels about an idea, event or another person is conveyed by the way they write about it and the kind of **descriptive words, phrases** and **sentences** they use to do that.

Interesting, funny or unusual headlines can ‘set the tone’ for the article about to be read and encourage the reader to read on.

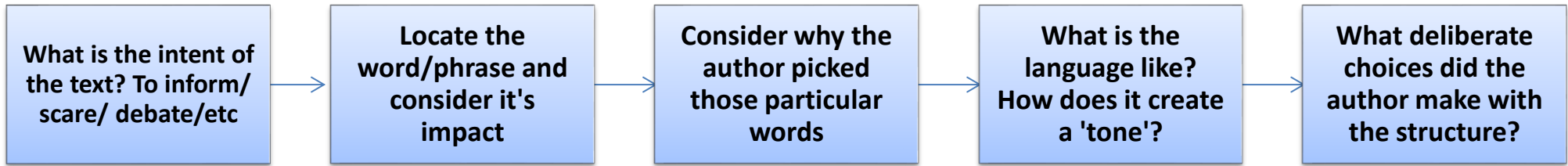
<b>Dog saves child from drowning</b> (Interesting- how did that happen?)	<b>Should children have homework every night?</b> (Begs an opinion – what do you think?)	<b>Big toes are your best friends!</b> (Funny headline makes you giggle – wonder what it’s all about.)
<b>Dead body found in cemetery</b> (Unusual – lots of dead bodies found in cemeteries!)	<b>Gale force winds warning for the weekend</b> (Keeping safe – read it and be ready)	

Using sets of descriptive words and different sentence types can create **atmosphere** in a text. The author can create the desired atmospheric effect through the **feelings** of a **character**.

For example:

*I shivered as I walked through the dark alleyway. The hairs on the back of my neck stood to attention and I hurried my pace to get away from the dark, shadowy shapes looming above me at every gateway.*

This creates an atmosphere of **nervousness** in the writing, which is what the character is feeling.



How do the author's choices impact on you as a reader? How does it make you feel?

**Can correctly distinguish between statements of fact and opinion**

Facts and opinions are very different, it's important to be able to distinguish between the two:

- A **fact** is something that you **know** is true but an **opinion** is something you **believe** to be true.
- A **fact** is supported by **evidence** whereas an opinion is not.
- A **fact** is what **everyone** accepts is true while an **opinion** is **only the view of those who say it**.

When answering fact or opinion questions, it is important to consider what is undisputed and what is something that one person/a group of people believe

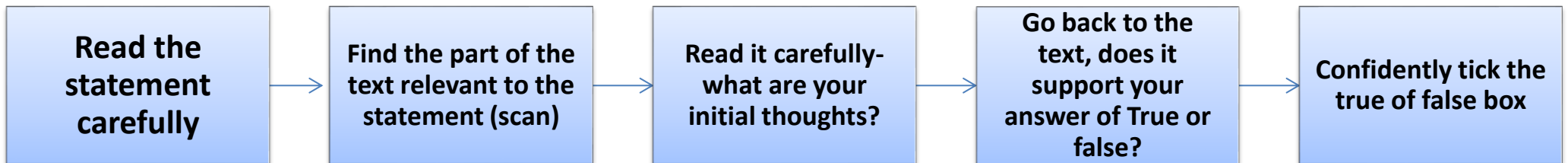
Fact	Opinion
I didn't bring a coat to school today	The best shoe colour is blue
The car in the accident was red	Roast chicken always needs gravy
My Mum's name is Anna	Chelsea FC is the best football club in the UK
Big Ben is in London	The best season is Summer because of the sunshine
The capital city of France is Paris	We think that Maths is the best subject at school
The UK has four seasons	People often think that it will snow in December

**Can decide whether statements about a text are true or false, using direct reference to the text.**

**True** or **False** questions appear in every SATs paper. They check if you have paid close attention to what you've been reading! The **wording** can trick you, so you must be careful! The aim is to **not read too quickly, and scan** carefully.

YOU MUST CHECK BACK AGAINST THE TEXT- DO NOT COMPLETE THESE FROM MEMORY! Easy marks to gain if CORRECT!

	True	False
Alice's father built the family business from scratch.		
Alice was confident she could defeat her siblings in a contest.		
William catches Max trying to cheat in the stone-throwing contest.		
Their father was hoping that Alice would be the one to be victorious.		



**Answering inference questions**

One way of explaining the difference between a literal question and an inferential is to make an analogy to the sea.







## Can search for simple clues within the text to support 'reading between the lines'

Look for clues in the text which will help you to understand the meaning of difficult words.

During their holiday to Italy, Alison and Paul enjoyed their many sightseeing trips around the beautiful city of Venice. They particularly enjoyed their tour in a **gondola**. Much of the city of Venice could be seen from the **gondola** as they made their way through the large network of waterways and canals.

Is a gondola:

- A bicycle?
- A taxi?
- A long, narrow boat?
- A horse-drawn carriage?

**How** do you know?

What **evidence** can you use to support your answer?

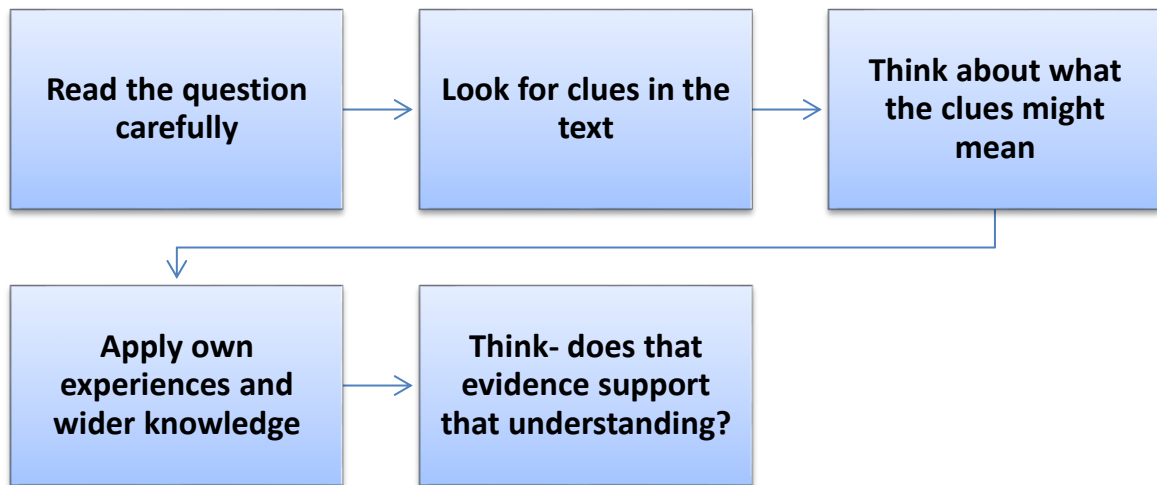
Use the question to help you find the clues

Clues could be characters, actions, description, times etc

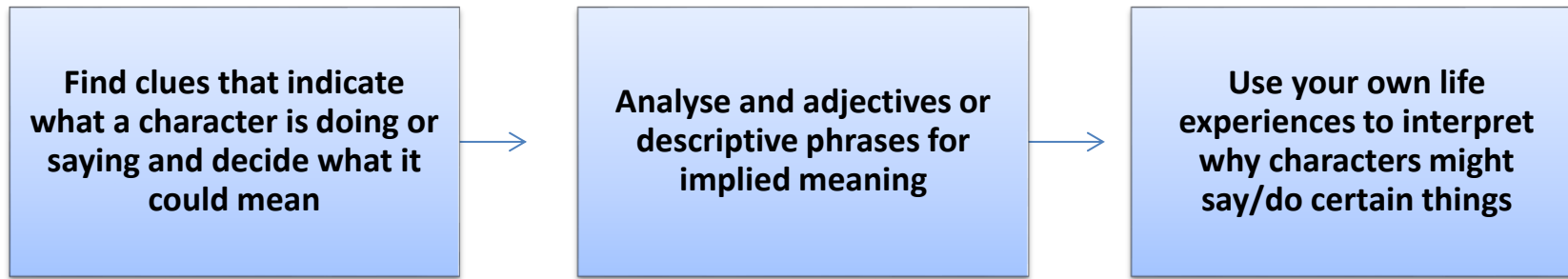
Find the clues and highlight/ underline them

Examine the clues- determine what they might mean

**Can make developed inferences drawing on evidence from the text and wider personal experience**

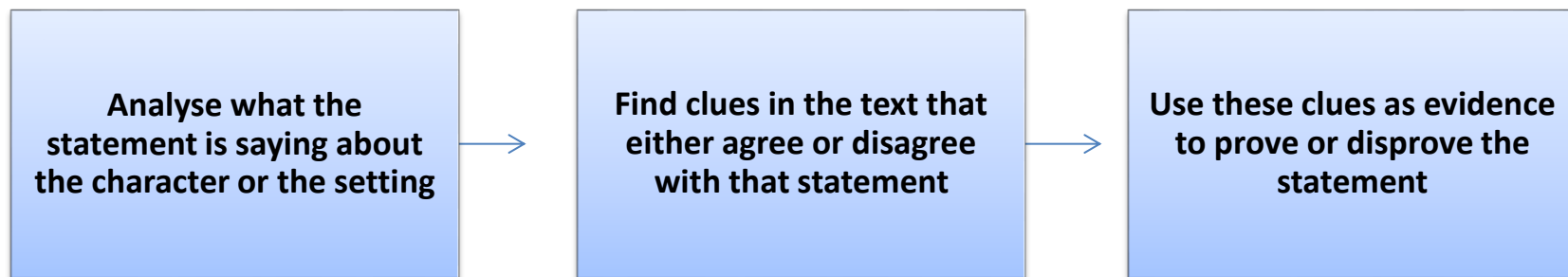


**Can use clues from action, dialogue and description to interpret meaning**



	Example	Evidence and quotes from the text
<b>Action</b>	Skipping and singing- likely positive happy mood Head down, hunched shoulders- likely feeling sad Red face, beads of sweat on forehead- likely hot/ embarrassed	Reading the words/ phrase, including the paragraph around it, will help you decide on what the action/dialogue or description mean. This is why direct 'quotes' from the text or other evidence helps to justify your inference
<b>Dialogue</b>	I'm nervous, I don't like needles- likely to be hospital/ Drs I'd like to buy a return ticket to Paris- likely airport/ train station I'm worried my dog has a sore paw- likely vets I'm sorry, the dog ate my homework- likely at school	
<b>Description</b>	Bad tempered, unfriendly, generous, helpful, considerate, supportive, unhelpful, unhygienic, elderly,	

**Can prove or disprove a statement about a character or setting by finding evidence in the text**



Dear Shylock,	<b>Statement:</b>
---------------	-------------------

I have been reading through your latest pieces of work. I must say I am **not overly impressed**. At the company, **we were expecting a brilliant set of reports and this is not what we were given**. The writing itself is **not of a high quality** and I **expected better of you**.

You must edit your work and make it much better this time. When you next hand me your work, it must be of a higher standard. If you do not improve, **you may have to leave the company**.

Shylock's boss is very happy with him and his work.

First of all, let's pick out some **key phrases** from the e-mail.

These comments are **negative** about the work and show the boss does **not** think Shylock's work is good enough.

### Can explain and justify inferences, providing evidence from the text to support reasoning

It is very important that you are able to use evidence from the text to support your written answers. You may also need to be able to show your analysis skills to achieve success in this area of inference.

P	Point	or	P	Point
E	Evidence		E	Evidence
E	Explain		A	Analysis

Using this structure could help you gain more of the marks in a 3 mark question.

It is **extremely** important that you learn how to link your evidence to the point that you are making in a **very explicit manner**.

Hi Shylock!

Just had the best day ever! Won a trip to the famous chocolate factory. The owner thought I was so well behaved that he is giving me the factory. Can you believe it? My Grandpa is over the moon. He even got out of bed! Speak soon.

We can use **PEA** to help us decide who could be the sender.

**Point:** I think the message has been sent by Charlie Bucket from 'Charlie and the Chocolate Factory'.

**Evidence:** This is because it says in the text 'won a trip to the famous chocolate factory'.

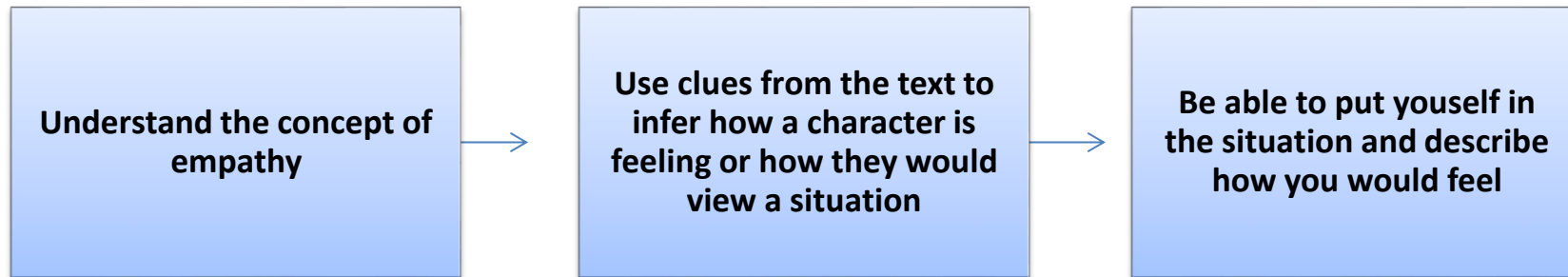
**Analysis:** I know that in the book of 'Charlie and the Chocolate Factory' the main character wins a trip to a famous chocolate factory.

### Can empathise with different characters' points of view

Readers **empathise** with the characters in books they are reading in order to **understand** them even better.

**To empathise means to understand how the character feels in a particular situation or why they take a certain point of view about something.**

Readers can empathise with the characters by asking themselves how **they** would feel and what **they** would think **if they were the characters**. It is an important skill to learn if you want to understand **why** a character is saying or doing something in a certain way or showing a particular type of behaviour towards another character.



A character's **emotions** might **change** throughout the story because something has happened or someone has said something to make them think differently.

For example,

In the story of 'The Iron Man' by Ted Hughes, the emotions of the character of Hogarth change. At the beginning of the book, when he first sees the Iron Man, he experiences **fear**. However, this changes as the story progresses to **excitement** and **jubilant** when he manages to capture him. At the end his feelings change again to **sadness** and **remorse** when he sees him being buried below the ground by all the farmers.



Using an emotions tree map can help gather your thoughts with the evidence to support your inferences



Hogarth was terrified when he first saw the iron man.

**Evidence:-** 'a huge.



Hogarth was excited and jubilant when he trapped the iron man.

**Evidence:-** 'He was in



Hogarth felt sad and remorseful when the iron man was buried.

**Evidence:-** 'Only



Hogarth was happy when the Iron Man could live in the scrap yard.

**Evidence:** "'There...eat all

Answering 3 mark questions

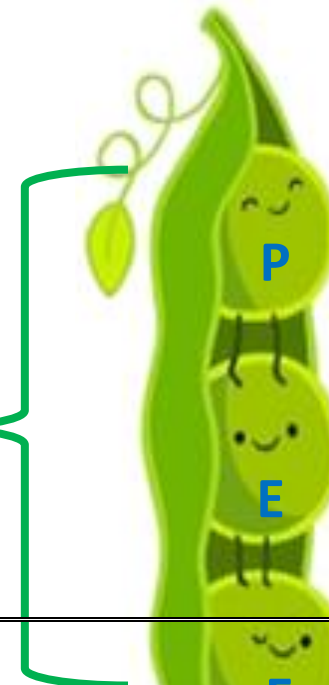
Award 3 marks for **two acceptable points**, with **at least one supported with evidence**.

**CHECKLIST**

- Read the question carefully and summarise it to yourself.
- Underline/highlight key words or phrases in the question to help you find the information.
- Decide what the clues tell you.
- Make a few notes of relevant points.
- Use quotes from the text as evidence to support your inference.

Using evidence to support your opinion

Answer



Make your **p**oint.

Give **e**vidence from the text.

**E**xplain

# Useful phrases for analysing or explaining quotes.

Below are some useful phrases to use after we have given the evidence and need to explain it.

*'which implies that'*

*'which suggests that'*

*'this gives the impression that'*

*'this creates the effect of'*

*'this helps the reader understand'*

*'which supports the idea that'*

## Useful words and phrases to make an additional point

Furthermore,... In addition,... Another point is ... As well as ... As a result of this,... A further point to note is,...