Coley Primary School – Knowledge Organiser

SUBJECT FOCUS:	Reading	YEAR	KS2

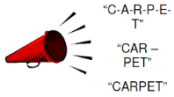
Word Reading Strategies

Sometimes when we read we come across words we find difficult to read. Use the following things to help you with your reading.

1. Use a picture on the page to help you.



2. Sound out/blend words you do not know.



3. Look for smaller words inside words.



"tEACHer"

4. Break words down into syllables.



5. Look for the prefix or suffix in the word.

Sometimes when we read we come across words that we can read but don't know what it means. Use the following things to help you understand what you are reading.

6. Go back and read a word or a sentence again.



7. Re-read the sentence and the sentences before or after, looking for clues, trying to work out the meaning of the word you don't know.



Word Reading Strategies

1. Re-read the sentence and the sentences before or after, looking for clues, trying to work out the meaning of the word you don't know.

2. Re-read the sentence without the word. Think about what would make sense. Can you think of synonyms or antonyms to help you work out the meaning?



3. Think of where you might have seen or heard the word before.



4. Use a glossary or a dictionary.



5. Ask for help from a friend or an adult.

Other useful strategies:

- Use the punctuation to help you make sense of what you read.

? ! " … " , .

- Listen to what you are reading to see if it makes sense.



- When you make a mistake, go back and try and put it right.

- Develop fluency and expression. Think about when to speed up, slow down, say words louder or quieter and when to change pitch – high/low.

Comprehension Strategies

Sometimes when we read we find it difficult to understand what we read. Use these range of strategies to aid your comprehension.

1. **Getting the gist.** Get the gist after reading each paragraph or section. It means to summarise or put the most important ideas into a few words. The gist should only include the most important ideas and not too many details.
   Who or what is the paragraph about?
   What are the most important ideas in the text?

2. **Skimming – When should I skim? … when I want a quick idea of what the text is about.**

- Read through the text quickly to get the gist or the main idea.
- Look at headings, diagrams, pictures and words in bold type.
- Read the 1st and last paragraph.

3. **Scanning – When should I scan? … when I want specific information.**
   You can do this by:

- Looking at what the meaning of a word is.
- Looking at the sentence that tells the information.
- Looking at the key words to find the information quickly.

4. **Predicting**. Taking the details found in the text and using these details to support what you think will happen. You can do this by:

- Using information from the text.
- Using prior knowledge and using it to make logical predictions.
- Looking at the title, blurb, illustrations, sub-headings etc.
- Think about the purpose of the text. Is it to entertain, inform or persuade, and how do you know?

5. **Questioning**.

- Ask questions to help you understand what has been read. This helps you read with more awareness and purpose.
- Use the following questions, words and phrases to help:
  Who? What? Where? How? Why? When?

Comprehension Strategies

6. **Summarising.**
   Summarise the main things that happened in your reading/story.

- Use bullet points and as few words as possible to do this.
- Use the following sentence stems to create short summary sentences:

The main events were…
The problem/resolution was…
The character(s) involved was/were...
The story was set…
The most important part of the story was…

7. **Visualisation.**
   Visualisation is imagining the text in your head, like a movie.

- Think about the five senses; what you can **see, hear, smell, feel and taste** and use these to help you create a vivid mental picture in your imagination.
- In the text, point out the words that most helped you to visualise while reading.

8. **Distinguish between fact and opinion.**

Facts

- Facts are definitely true.
- They can be backed up with evidence.
- For example, 'The Prime Minister is giving a speech.@'

Opinions

- Your opinion is how you feel.
- Other people might think differently, they have a different opinion.
- For example, 'Having a teenager as Prime Minister is a terrible idea.'

9. **Making Inferences**.
   Inferring means working something out. Sometimes writers **do not say** what they **mean** clearly. Instead they **suggest** something, and you have to **read in between the lines** to work out the **meaning**. For example, you might be asked to decide **how** someone is **feeling**. You might need to **back up** your answer with **evidence**. Use **details** from the text or **quotations** (the actual words from the text) to say **why** you think you are right.

Types of questions you will need to answer in a reading comprehension

Vocabulary Questions • Find two words which describe the setting. • What other words could the author use to describe the main character? • How has the author's choice of words made you feel about a character? Why?	**Prediction Questions** • Using the front cover, what do you think this book will be about? Why? • What might happen next in the story? • What challenges do you think the characters might face? What information suggests this?	**Retrieval Questions** • Where does the story take place? • Who are the characters in the book? • Through whose eyes is the story told? • When is the story set? What evidence can you find to justify this?
Summarising Questions • What's the main point in the first paragraph? • Summarise the main events in the story so far. • What is the most important sentence in the last section you read? Explain your reasons. • Explain what you read on the last page you read in twelve words or less.	**Inference Questions** • How does the main character feel in the book? How do you know? • How was the setting the author chose important to the story? Explain your view. • Why has the character acted in the way they have? What clues suggest this? • What lesson did the character learn?	**Language Questions** • What adjectives has the author used to describe the main character? What does this tell you about their personality? • Which words do you like best from the last section you read? Why? • Find an example of figurative language in the text (simile, metaphor, personification) What effect does this create?

How to talk about books

- I think that…
- I predict that…
- I've noticed…
- I'm wondering…
- I liked/didn't like…
- That reminds me of …
- Maybe…

- The author might mean …
- I'm picturing …
- I was surprised by …
- I hope that …
- Following on from _____'s idea …
- I believe that…

