

**KS2 reading tests comparison and analysis – summary**

Considering that reading has dropped nationally following the new KS2 assessments, I have analysed reading papers from 2014,2015 & 2016 and a previous level 6 paper. From the comparison, I have identified several implications for the teaching of reading in schools both relating to the texts chosen and the style of questioning.

**Analysis of the texts**

**Key actions**

1. Children need to read a range of more challenging texts in guided reading, including more classic fiction.
2. They need time to talk about the texts as a whole – synthesising the information and making links across the text.
3. They need to encounter more complex sentences and have the time to discuss the structure in the context of reading, not just writing. This may include pulling apart the clauses to see how they are linked and how to read and comprehend lengthy sentences.
4. Pupil’s vocabulary needs to be continually developed so they understand a wider range of synonyms for everyday words.
5. Pupil’s need to develop a deeper understanding of more complex phrases and colloquialisms – for example being able to explain the shades of meaning in ‘Hollywood eye lashes’ beyond the literal and what ‘image’ means in the sense of projecting an image.

**Analysis of questions**

	<u>Direct retrieval</u>		<u>Inference</u>		<u>Language understanding</u>		<u>Text structure understanding</u>	
<u>2016</u>	2	4%	28	56%	18	36%	2	4%
<u>2015</u>	10	20%	20	40%	10	20%	10	20%
<u>2014</u>	12	24%	24	48%	8	16%	6	12%

**Key actions**

1. Questioning used in guided reading/shared reading needs to be more focused on language comprehension and inference.
2. A number of children were unable to access some of the more complex question types, so need more experience of this – the explanation and text referral questions.
3. The language of questions needs to be shared with the children, such as understanding of what is meant by the word ‘impression’ . Using a range of synonyms when asking questions during guided reading would support this.
4. Ensuring that children can refer to evidence from across a text, including making links between the start and end, not always assuming that the questions follow the text order.
5. Improving skim/scan skills so that children can locate the relevant sections when the questions are not in text order. Practise answering questions about texts which do not follow the order will help.
6. Focus teaching on the skills of inference. Ensure children are confident in inference strategies.
7. Develop wide bases of language from a young age so that they are aware of the complex meanings of different words and can make language based inferences.
8. Develop ability to explain the meaning of words in the context of a text – including some challenging examples.
9. Children need to work on detailed answer questions at pace to enable them to move on.