

Reading Content Domain

Vocabulary

The **vocabulary** content domain is not only about the words children know but also the strategies they have for working out the meaning of words they don't know. Children must use the context of the surrounding sentence, paragraph or entire text to work out the meaning of words. By thinking about what they have read in the text so far and searching for clues, children are able to learn new words and expand their vocabulary. This content domain draws heavily on children's understanding of synonyms and their ability to use the "replacement method" in which they remove the word in question and replace it with each option in turn to find the best fit.

Retrieval

The **retrieval** content domain is about children being able to find key pieces of information in the text. Using keywords and a highlighting strategy will help children make links between the keywords in the question and similar wording in the text. By scanning the text, they can spot the keywords, highlight them and find their answer. It is important to note that readers may not find the exact wording from the questions in the text. Synonyms may be used.

Summary

The **summary** content domain is about children being able to sum up or condense what they have read. This may involve identifying the key points of a text or coming up with an appropriate subheading for a section of text.

In non-fiction, children need to be aware of the role of subheadings. Some questions ask them to identify the section of text in which they can find particular information.

Inference

The **inference** content domain is about children being detectives and looking for clues in the text to support their answers or statements made in questions. It is important for them to remember that whenever they make a point (give an answer), they also need to provide a quote or reference to the text that proves what they are saying.

An important skill in understanding non-fiction is being able to identify whether a statement is fact or opinion. Children must think carefully about whether a statement is true all the time or if people think differently about it depending on their point of view or circumstances.

Prediction

The **prediction** content domain is about making logical or reasonable predictions about what might happen in the future or what cause something to happen earlier on. Children should be able to back up their ideas with evidence from the text that has led them to believe in their predictions.

Text Meaning

The **text meaning** content domain is about identifying the structural and language features of the extract and understanding the role of each part of the text. This includes explaining how certain parts of a text help to create or change the overall meaning.

Author's Use of Language

The **author's use of language** content domain is about children recognising figurative language and descriptive phrases that contribute to the overall meaning of the text. Once children spot these features, they need to both understand what the features mean and identify the impact on the reader. There are various strategies children may use to answer these types of questions.

- a) Mind Map method – Children identify the key word in the question and place it at the centre of a mind map. Then they write down everything they know about the word. Once they have thought through all of the possible meanings or associations of the word, they choose the most logical or best fit ideas to create their answer. If there is more than one word identified in the question, children should make sure they include an explanation or reference each word in their answer.
- b) Replacement method as described in the *Vocabulary* content domain.
- c) Identify figurative language techniques (similes, metaphors, imagery, personification etc) and write about how the author uses that technique.
- d) Identify the meaning of expressions used in the English language.

Compare and Contrast

The **compare and contrast** content domain is about children identifying how people, settings or events in a text are similar or different to each other. It also requires children to identify how an element changes over the course of a text. When answering these questions, children must choose the most appropriate conjunction to link their ideas together as they build their answer.

| To show similarity / compare | To show difference / contrast |
|------------------------------|-------------------------------|
| similarly | but |
| also | however |
| in addition | on the other hand |
| in the same way | whereas |
| they are both ... | while |
| likewise | yet |
| equally | unlike |