

# HEAP BRIDGE VILLAGE PRIMARY SCHOOL



Support for  
**KS2 RAMP – Guided Reading**

1. Content Domain – Sentence Stems
2. Guided Reading – Planning Sheet – *pro-forma*

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# READING DOMAIN: SENTENCE STEMS

RAMP SEQUENCE for GUIDED READING	KS2 - Question stems to support the planning, teaching and learning of each content domain for reading:	
<p style="text-align: center;"><b>Prediction</b></p> <p style="text-align: center;"><i>2e Predict what might happen from details stated and implied</i></p> <p style="text-align: center;">SATS 2017 – 0% (0) SATS 2018 – 0% (0) SATS 2019 – 0% (0)</p>	<ul style="list-style-type: none"> <li>▪ What do you think will happen.... in the text / next / after ?</li> <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>	
<p style="text-align: center;"><b>Clarifying</b></p> <p style="text-align: center;"><i>2a Give/explain the meaning of words in a context</i></p> <p style="text-align: center;">SATS 2017 – 20% (10) SATS 2018 - 20% (10) SATS 2019 - 12% (6)</p>	<ul style="list-style-type: none"> <li>▪ Find and copy one word meaning...</li> <li>▪ Look at the paragraph beginning...Find and copy 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>▪ Find and copy 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>▪ Find and copy 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>▪ Find and copy...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>▪ Find and copy 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>	
<p style="text-align: center;"><b>Clarifying</b></p> <p style="text-align: center;"><i>2b Retrieve and record information/identify key details from fiction and non-fiction.</i></p> <p style="text-align: center;">SATS 2017 – 28% (14) SATS 2018 - 26% (13) SATS 2019 - 42% (21)</p>	<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>▪ How do you know that...</li> </ul>	<ul style="list-style-type: none"> <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... / 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> </ul>
<p style="text-align: center;"><b>Grammar</b></p> <p style="text-align: center;"><i>2g Identify/explain how meaning is enhanced through choice of words and phrases</i></p> <p style="text-align: center;">SATS 2017 – 2% (1) SATS 2018 – 0% (0) SATS 2019 - 6% (0)</p>	<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>	

<p><b><u>Inference</u></b> 2d Make inference from the text, explain and justify inferences with evidence from the text</p> <p><b>SATS 2017 – 44% (22)</b> <b>SATS 2018 - 44% (22)</b> <b>SATS 2019 - 36% (0)</b></p>	<ul style="list-style-type: none"> <li>▪ How can you tell that...was keen to get to the... ?</li> <li>▪ Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs?</li> <li>▪ Look at the paragraph beginning... why did ...find it difficult to ... ?</li> <li>▪ Look at the paragraph beginning...how do you know that... wanted to keep...a secret?</li> <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> <li>▪ Give two reasons why...</li> </ul>
<p><b><u>Inference</u></b> 2f Identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <p><b>SATS 2017 – 2% (1)</b> <b>SATS 2018 - 0% (0)</b> <b>SATS 2019 - 0% (0)</b></p>	<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>
<p><b><u>Summarising &amp; Reflection</u></b> 2c Summarise main ideas from more than one paragraph</p> <p><b>SATS 2017 – 4% (2)</b> <b>SATS 2018 - 6% (3)</b> <b>SATS 2019 - 2% (1)</b></p>	<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>
<p><b><u>Summarising &amp; Reflection</u></b> 2h Make comparisons within the text</p> <p><b>SATS 2017 – 0% (0%)</b> <b>SATS 2018 - 4% (2)</b> <b>SATS 2019 - 6% (3)</b></p>	<ul style="list-style-type: none"> <li>▪ The mood/relationships/opinions of the characters change throughout the text. How do they change?</li> <li>▪ How does...feel about ... compared to the beginning of the text?</li> <li>▪ According to the text... give one way that....</li> <li>▪ Are similar to...</li> <li>▪ Are different to...</li> </ul>

