

Reading skill: Synthesise



verb 1 make by synthesis. **2** combine into a coherent whole.

- Write an essay plan outlining all the ideas we have had
- How would you explain these concepts to a Year 7 class using drama?
- Produce a newspaper article that makes sense of all the information
- What would a poster that explained the UN and UDHR look like?
- Can you visualise a storyboard that combines social, civil and political rights into an intelligible whole?

To do well in this question you must be able to summarise the information while bringing in your own opinion.

Try looking at a range of texts on the same topic or two newspapers on the same topic. Summarise what they tell you while offering your opinion on how they credible their information is.



Reading skill:

Retrieve



Verb

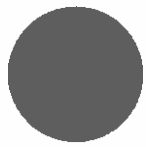
get or bring (something) back from somewhere:

- According to the article, what are the benefits of ...?
- According to the factsheet, what are the effects of ...?
- List the reasons why ..., according to the leaflet.
- What are ... thoughts and feelings about ...?

To do well in this question you must be able to retrieve information from a text exactly as it is in the text.

Try looking back through the text and underlining the correct answer with a highlighter before you write it. Make a circle and cut a whole in the centre and use this to skim over a text to look for key words.

Reading skill:



Evaluate

verb - form an idea of the amount or value of; assess

- How useful is the source?
- What changes would you make to improve the White Paper?
- Evaluate the impact of government spending on educational achievement
- How effective was the presentation?
- Do you think peacekeeping is a good or a bad thing?



To do well in this question you must be able to judge the value of information and comment on it.

Try evaluating music videos or match commentaries. Make notes on how engaging they are then write up your findings.

You must be able to evidence your opinion.

Reading skill:



Infer / Deduce



Verb

1. deduce or conclude (information) from evidence and reasoning rather than from explicit statements:

- How does the prologue set the tone for the rest of the play?
- What does the chart suggest about the charter's social life?
- What is the effect of a grey sky above the building?

To do well in this question you must be aware that the answer will not always be obvious and it may require you to 'read between the lines' or 'infer' the meaning.

Try annotating headlines from newspapers or football magazines with 'the real meaning' behind the headline.

When looking at inference we encourage pupils to use this grid.

What I can infer.. (READ BETWEEN THE LINES)

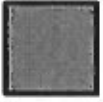
What I know...

What I see...

Question Types

- *Underline phrase*
- *Find and Copy*
- *Ordering*
- *Multiple Choice*
- *True or False*
- **Labelling**

Underline phrase



This is asking you to underline a part of a sentence that provides the answer to the question. (A phrase is a a small group of words standing together as a unit)

e.g.

- Underline the phrase that tells you that John is sad.
- **Underline the phrase that shows the politician's viewpoint.**

To do well in this question you must understand what a phrase is. This answer will not always be obvious and it may require you to 'read between the lines' or 'infer' the meaning of phrases.

Try looking up the word phrase and then spotting phrases within sentences or try inferring the meaning of sentences in books / magazines.

Find and Copy



This is asking you to find a synonym of a word or phrase.

e.g.

- Find and copy a word that means the same as 'anxious'.
- Find and copy a phrase that tells me Sally is sad.
- Find and copy a word that tells me that the sky is falling in.

To do well in this question you must be able to retrieve information from a text exactly as it is in the text.

Try looking back through the text and underlining the correct answer before you write it.

Ordering/ Sequencing



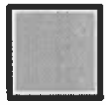
This can be:

- A summary
 - Open responses where tracking is required.
 - Order that events/processes occur is an important aid to understanding cause and effect.
 - Selection and emphasis of details
-
- Place these factors in the sequence they occurred.
 - How would you sequence these concepts?
 - Can you put these events in chronological order?
 - Sort the cards into an order of importance
 - Choose a concept and sequence the materials accordingly
 - Summarise what happens in this extract
 - How does the writer show...?
What do we learn about...?

To do well in this question you must be able to summarise information and sequence it in the order that it occurs.

Try writing out a story / chapter in ten sentences , cut the sentences and see if you can reorder them.





True or False

This asks you to consider whether information is true and provable or untrue.

- Read the text. Which of the following are true?
- According to the factsheet, which of the following are True or false?
- John is 17. Is this true or false?

To do well in this question you must be able to retrieve information from a text exactly as it is in the text.

Try crossing out the answers that you know are not correct or look back through the text and underline the correct answer before you write it.

Multiple Choice

Four features this type of question must have are

- A clearly worded question.
- Four (or five) distracters.
- Only one answer that can be right.
- A correct answer that isn't obvious.

There must be only one correct answer but the other three or four should pose some challenge and test the context of reading/ understanding for your child.

Some multiple choice questions can be straightforward.
e.g. In the text, what does YOI stand for?

- a) youth offender institution
- b) young offender incarceration
- c) youthful offenders inside
- d) young offender institution

Others are more challenging :

The article describes the prison system as turning into “a Bedlam for modern times”. Which of the choices below best defines what “Bedlam” is?

- A seventeenth century mental institution
- A twenty-first century hospital
- An eighteenth century police station
- A twentieth century prison

To do well in this question you must be able to understand exactly what is suggested by words and phrases.

Try crossing out the answers that you know are not correct or look for the answer that is trying to trick you and avoid it.

Try to improve your vocabulary by reading a range of newspapers and books or using a thesaurus.



Labelling

This asks you to label information on a text. The text could be continuous (writing) or non-continuous (data, picture, graph).

- Label each arrow to show the different parts of the text...

To do well in this question you must be able to summarise information. The labels are summaries of the information that can then be ordered.

Try looking for the topic sentence in each paragraph or practice summarising paragraphs into one sentence.

Final tips!

1. Read a **whole text** before attempting to answer any of the questions.
2. You are going to be reading and answering questions about **three** texts
3. Typically, you will be asked to complete **8-12 questions** about each text
4. You will have up to **60 minutes** to complete the whole test.
5. In the right-hand margin, each question has a mark box. This indicates how many marks are available for each question.
6. If you want to change an answer, use an eraser or cross out and replace with your new answer.
7. If you are not sure about an answer, leave it and move on to the next question. You can always come back to it at the end of the test.

Useful Links to more examples

- Subject Principles:
<http://www.qualificationswales.org/gcses-timeline-for-change/>
- Estyn Developing thinking skills and assessment for learning:
<http://learning.wales.gov.uk/resources/developing-thinking-skills-and-assessment/?lang=en>
- Training materials on PISA questions, metacognition, thinking skills, etc.: <http://pisa-sq.acer.edu.au/instructions.php?testId=2292&questionId=1>
- <http://www.oecd.org/pisa/pisaproducts/PISA%202009%20reading%20test%20items.pdf>
- LNF documents:
<http://learning.wales.gov.uk/resources/nlnf/?lang=en>
- <http://learning.gov.wales/resources/browse-all/animated-explainer/?skip=1&lang=en>

