

60-Second Reads Guidance

The National Curriculum states that:

Pupils in Years 3 and 4 should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

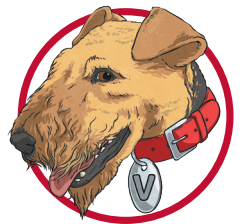
This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an average word count of 100 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contain a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



2d: Make inferences from the text / explain and justify inferences with evidence from the text.

Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.



2e: Predict what might happen from details stated and implied.

Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



2g: Identify/explain how meaning is enhanced through choice of words and phrases.