

Reading Skills

Year 3

Skill	Definition	How will I demonstrate this skill?	Question Stems When might I need to apply this skill?
	Retrieve means picking out information from the text to show understanding and to answer questions. These questions could begin with who, what, where, when or why. They could be answer by ticking a box or writing a word or phrase.	Ask my own questions to find out more. Find answers to simple questions using the exact words from the text. Find and write down information from non-fiction texts. Locate information using skimming skills (not reading the whole text but looking for key words). Use a contents page and an index page to locate information needed.	What is...? Why had...? Who else...? What event...? Why do...? Why has..? Where is? Give one... Name two... Tick Where is the contents page/ index/ chapter on...? Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ____ in bold print / italics? What features could a ____ text have?
	Inference is reading between the lines. You use your own knowledge and information from the text to draw conclusions, make judgements and interpret the text. This could be about a character's thoughts, feelings or actions.	Discuss the actions and relationships of the main characters and justify views using evidence from the text. Discuss the relationship between characters based on dialogue (speech). Use clues from action, dialogue and description to establish meaning. Identify themes and conventions in a range of books.	How did (character) feel when...? What did (character) describe as ...? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of....? How do you feel about (character)? Why? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view.

	Using details and clues from the text to anticipate/consider what could happen next in the story. This makes you actively think ahead to better understand what you are reading.	Predict what might happen from details you have read and understood. Make predictions about characters' actions and look for evidence of change as a result of events. Identify settings and predict events that are likely to happen.	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end?
	The structure and organisation of a text is the sequence of ideas the text wants to tell you and how it has been set out and for what purpose.	Identify the features of some non-fiction text types. Identify and discuss the use of contents and index pages to locate information in non-fiction texts. Begin to understand the purpose of the paragraph and how they help to group information. Discuss why the author has chosen a range of vocabulary to describe a character or a setting.	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be able to read this book? Why has it been organised like this? Match the sub-heading to the paragraph. Where would you find? Why is the word ____ in bold print / italics? Use alphabet to use index and glossary.
	Clarifying vocabulary means using different strategies to make the words more understandable and to enable you to use these words in your discussions and writing.	Use dictionaries to check the meanings of words I have read. Discuss words and phrases that capture the reader's interest and imagination. Discuss understanding and identify the meaning of words in context.	Find and copy one word which shows that... What does... mean in this sentence? What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... What does the word ____ tell you about...? Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you...
	Looking at language choice will help you to understand that the author uses specific language to communicate more than literal words. This could be about a setting, character or atmosphere in a text.	Discuss the effect of key words or phrases used to build mood or tension. Comment on the overall effect of the text – how does it make you feel? How does it make you think of particular characters?	Can you find the repeated words and any patterns in the text? Alliteration? Rhyme Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the

		In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration.	words which convey the mood in the story. Find two words or phrases which show the writer thinks... Explain how the words... make it seem... Which words are funny? Scary?
	Summarise means picking out the most important parts of the text and retelling it in your own words, in a much shorter way.	Identify main ideas within a text or within a paragraph and summarise these. Explain briefly what the text is about.	Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? Match the sub-heading to the main text.