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| Vocabulary | * discussing and clarifying the meanings of words; link new meanings to known vocabulary * discussing their favourite words and phrases * recognise some recurring language in stories and poems | * Can you find a noun/adjective/verb that tells/shows you that...? * Why do you think that the author used the word... to describe...? * Which other word on this page means the same as...? * Find an adjective in the text which describes... * Which word do you think is most important in this section? Why? * Which word best describes…? |
| Inference | * make inferences about characters’ feelings using what they say and do. * infer basic points and begin, with support, to pick up on subtler references. * answering and asking questions and modifying answers as the story progresses * use pictures or words to make inferences | * What do you think means? * Why do you think that? * Why do you think ? * How do you think ? * When do you think ? * Where do you think ? * How has the author made us think that ? |
| Prediction | * predicting what might happen on the basis of what has been read in terms of plot, character and language so far * make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them | * Where do you think will go next? * What do you think will say/do next? * What do you think this book will be about? Why? * How do you think that this will end? What makes you say that? * Who do you think has done it? * What might say about that? * How does the choice of character affect what will happen next? |
| Explain | * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves * express my own views about a book or poem * discuss some similarities between books * listen to the opinion of others | * What is similar/different about two characters? * Explain why... did that.. * Is this as good as...? * Which is better and why? * Does the picture help us? How? * What would you do if you were...? * Would you like to live in this setting? Why? * Is there anything you would change about this story? * Do you agree with the author’s…? Why? |
| Retrieve | * independently read and answer simple questions about what they have just read. * asking and answering retrieval questions * draw on previously taught knowledge * remember significant event and key information about the text that they have read * Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read | * Who is/are the main character(s)? * When/where is this story set? How do you know? * Which is your favourite/worst/funniest/ scariest part of the story? Why? * Tell me three facts you have learned from the text. * Find the part where... * What type of text is this? * What happened to … in the end of the story? |
| Sequence | * discuss the sequence of events in books and how items of information are related. * retell using a wider variety of story language. * order events from the text. * begin to discuss how events are linked focusing on the main content of the story. | * What happens in the story’s opening? * How/where does the story start? * What happened at the end of the...? • * What is the dilemma in this story? * How is it resolved? * Can you retell the story to me in 20 words or less? * Can you summarise in 3 sentences the beginning, middle and end of this story? |