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|  | **Key Reading Skills** | **Suggested question stems for whole class reading** |
| **Vocabulary** | * use dictionaries to check the meaning of words that they have read * discuss words that capture the readers interest or imagination * identify how language choices help build meaning * find the meaning of new words using substitution within a sentence. | * What does this word/phrase/sentence tell you about the character/setting/mood? * Can you find this word in the dictionary? * By writing in this way, what effect has the author created? * What other words/phrases could the author have used here? * How has the author made you feel by writing...? * Which word tells you that…? * Find and highlight the word that is closest in meaning to…? |
| **Inference** | * children can infer characters’ feelings, thoughts and motives from their stated actions. * justify inferences by referencing a specific point in the text. * ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. * make inferences about actions or events | * What do you think means? * Why do you think that? * Why do you think ? * How do you think ? * Can you explain why ? * What do these words mean and why do you think that the author chose them? * Find and copy a group of words which show…? * How does the description of … show that they are…? * Who is telling the story? * Why has the character done this at this time? |
| **Prediction** | * justify predictions using evidence from the text. * use relevant prior knowledge to make predictions and justify them. * use details from the text to form further predictions. | * Can you think of another story with a similar theme? * Which stories have openings like this? * Do you think that this story will develop the same way? * Why did the author choose this setting? Will that influence the story? * What happened before this and what do you think will happen after? * Do you think the setting will have an impact on plot moving forward? |
| **Explain** | | * discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books * identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts * recognise authorial choices and the purpose of these | * What is similar/different about two characters? * Explain why... did that. * Describe different characters’ reactions to the same event. * Is this as good as...? * Which is better and why? * Why do you think they chose to order the text in this way? * What is the purpose of this text and who do you think it was written for? * What is the author’s viewpoint? How do you know? * How are these two sections in the text linked? |
| **Retrieve** | | * use contents page and subheadings to locate information * learn the skill of ‘skim and scan’ to retrieve details. * begin to use quotations from the text. * retrieve and record information from a fiction text. * retrieve information from a non-fiction text | * Who are the characters in this text? * When / where is this story set? How do you know? * Which part of the story best describes the setting? * What do you think is happening here? * What might this mean? * How might I find the information quickly? * What can I use to help me navigate this book? * How would you describe the story? * Whose perspective is the story told from? |
| **Summarise** | | * identifying main ideas drawn from a key paragraph or page and summarising these * begin to distinguish between the important and less important information in a text. * give a brief verbal summary of a story. * teachers begin to model how to record summary writing. * identify themes from a wide range of books * make simple notes from one source of writing | * What is the main point in this paragraph? * Sum up what has happened so far in X words or less. * Which is the most important point in these paragraphs? * Do any sections/paragraphs deal with the same themes? * Have you noticed any similarities between this text and any others you have read? * What do I need to jot down to remember what I have read? |