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|  | **Key Reading Skills** | **Suggested question stems for whole class reading** |
| **Vocabulary** | * explore the meaning of words in context, confidently using a dictionary * discuss how the author’s choice of language impacts the reader * evaluate the authors use of language * investigate alternative word choices that could be made * begin to look at the use of figurative language * use a thesaurus to find synonyms for a larger variety of words * re-write passages using alternative word choices * read around the word’ and \*explore its meaning in the broader context of a section or paragraph. | * Can you quickly find…in the dictionary and thesaurus? * What does this word/phrase/sentence tell you about the character/setting/mood? * By writing..., what effect has the author created? Do you think they intended to? * What other words/phrases could the author have used here? Why? * How has the author made you/this character feel by writing...? Why? * Find and highlight the word which is closest in meaning to … * Find a word which demonstrates… * Can you rewrite this in the style of the author using your own words? * How have simile and metaphor been used here to enhance the text? |
| **Inference** | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * make inferences about actions, feelings, events or states * use figurative language to infer meaning * give one or two pieces of evidence to support the point they are making. * begin to draw evidence from more than one place across a text. | * What do you think… means? Why do you think that? Could it be anything else? * I think ; do you agree? Why/why not? * Why do you think the author? decided to ? * Can you explain why ? Can you give me evidence from somewhere else in the * text? * What do these words mean and why do you think that the author chose them? * How does the author make you feel? * What impression do you get from these paragraphs? |
| **Prediction** | * predicting what might happen from details stated and implied * support predictions with relevant evidence from the text. * confirm and modify predictions as they read on. | * Can you think of another story with a similar theme? How do their plots differ? * 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? |
| **Explain** | | * provide increasingly reasoned justification for my views * recommend books for peers in detail * give reasons for authorial choices * begin to challenge points of view * begin to distinguish between fact and opinion * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * explain and discuss their understanding of what they have read, including through formal presentations and debates. | * What is similar/different about two characters? Did the author intend that? * Explain why... did that. * Describe different characters’ reactions to the same event. * Does this story have a moral? * Which is better and why? * How is the text organised and what impact does this have on you as a reader? * Why has the text been written this way? * How can you tell whether it is fact and opinion? * How is this text similar to the writing we have been doing? * How does the author engage the audience? |
| **Retrieve** | | * confidently skim and scan, and also use the skill of reading before and after to retrieve information. * use evidence from across larger sections of text * read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. * retrieve, record and present information from non-fiction texts. * ask my own questions and follow a line of enquiry. | * Find the... in this text. Is it anywhere else? * When/where is this story set? Find evidence in the text. * Find the part of the story that best describes the setting. * What do you think is happening here? Why? * Who is telling this story? * Can you skim/scan quickly to find the answer? |
| **Summarise** | | * summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. * make connections between information across the text and include this is an answer. * discuss the themes or conventions from a chapter or text * identify themes across a wide range of writing | * What is the main point in this paragraph? Is it mentioned anywhere else? * Sum up what has happened so far in… words/seconds or less. * Which is the most important point in these paragraphs? Why? * Do any sections/paragraphs deal with the same themes? * Can you find a text with a similar theme? |