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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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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