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|  | **Key Reading Skills** | **Suggested question stems for whole class reading** |
| **Vocabulary** | * evaluate how the authors’ use of language impacts upon the reader
* find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
* discuss how presentation and structure contribute to meaning.
* explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph.
 | * 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?
* Can you find examples of simile, metaphor, hyperbole or personification in the text?
* Why has the text been organised in this way? Would you have done it differently?
* What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
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| **Inference** | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* discuss how characters change and develop through texts by drawing inferences based on indirect clues.
* make inferences about events, feelings, states backing these up with evidence.
* infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the 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 ?
* What do these words mean and why do you think that the author chose them?
* How do other people’s descriptions of …show that…?
* Where else in the text can we find the answer to this question?
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| **Prediction** | * predicting what might happen from details stated and implied
* support predictions by using relevant evidence from the text
* confirm and modify predictions in light of new information.
 | * 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.
* distinguish between fact, opinion and bias explaining how they know this.
 | * 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?
* Can you identify where the author has shown bias towards a particular character?
* Is it fact or is it opinion? How do you know?
* How does the author make you feel at this point in the story? Why did they do that?
* Can you explain it in a different way?
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| **Retrieve** | * Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. \*They use evidence from across whole chapters or texts
* Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.
* Retrieve, record and present information from a wide variety of non-fiction texts.
* Ask my own questions and follow a line of enquiry.
 | * Find the... in this text. Is it anywhere else?
* Can you skim the next… and find me the answer to…?
* 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?
* What genre is…?
* Can you look at these other texts and find me what is similar and what is different?
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| **Summarise** | * summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
* summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
* make comparisons across different books.
* summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
 | * What is the main point of the text?
* Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?
* Sum up what has happened so far in… words/seconds or less.
* Can you read the text and summarise what has happened?
* Which is the most important point in these paragraphs? Why?
* Do any sections/paragraphs deal with the same themes?
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