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