



Progression of Skills for Reading at St Joseph's



At St Joseph's there is continued focus on challenge and the development of progression in reading skills. Our aim is to help teachers and teaching assistants understand the key progression of skills that will lead our pupils to become fluent, competent and lifelong readers. This will ensure effective progression to KS3 and the demands of that curriculum. There is also a focus to ensure that our pupils engage with texts of appropriate complexity and challenge, particularly when developing higher-order reading skills. Our reading strategy document and reading spine supports this document.

National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- reading easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage.

We teach comprehension of texts through the following key elements.

- Use our **background knowledge**, make connections to prior learning, experiences, or texts
- **Predict** ask questions, use the information they already have, using concrete or implied information, using forward inference.
- Explain, identify, locate key elements of text visualise, verbally and written and/or pictorially (**VIP words/phrases**)
- Identifying **inference**, by explaining, justifying and concluding using evidence, deduction and reasoning. (**Think like a detective**)
- **Vocabulary** (notice breakdown of meaning, repair the text,)
- **Summarise** (Knowing the **gist**, giving the main points, identifying **VIP words/phrases**)

	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading-phonics and decoding	<p>Enjoy rhyming and rhythmic activities</p> <p>Show an awareness of rhyme and alliteration</p> <p>Recognise rhythm in spoken words</p> <p>Continue a rhyming string</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blending them together, knowing which letter represents some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p>	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

		Key Stage 1		Key Stage 2											
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
Word reading-common exception words	To read some common irregular words.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	Begin to read Y3/Y4 exception words.	Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word.								
Word reading-fluency	<p>Show interest in illustrations and print in books and print in the environment.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Look and handle books independently (holds books the correct way up and turns pages).</p> <p>Ascribe meanings to marks that they see in different places.</p> <p>Begin to break the flow of speech into words.</p> <p>Begin to read words and simple sentences.</p> <p>Read and understand simple sentences.</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Reread texts to build up fluency and confidence in word reading.</p>	<p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up fluency and confidence in word reading.</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. All children who lack fluency will be given appropriate text and additional support will be given to improve fluency. We recognise that accuracy, not speed is important.</p> <p>Any focus on word reading should support the development of vocabulary.</p> <p>Children should read age appropriate texts at :</p> <table border="1"> <tbody> <tr> <td>Year 3</td> <td>89 – 149 WPM</td> </tr> <tr> <td>Year 4</td> <td>107 – 162 WPM</td> </tr> <tr> <td>Year 5</td> <td>123 – 180 WPM</td> </tr> <tr> <td>Year 6</td> <td>139 – 194 WPM</td> </tr> </tbody> </table>				Year 3	89 – 149 WPM	Year 4	107 – 162 WPM	Year 5	123 – 180 WPM	Year 6	139 – 194 WPM
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension-Vocabulary (notice breakdown of meaning, repair the text,	-discuss word meanings for known and new vocabulary	-discussing word meanings, linking new meanings to those already known -draw upon knowledge of vocabulary in order to understand the text -join in with predictable phrases -use vocabulary given by the teacher -discuss his/her favourite words and phrases	discussing and clarifying the meanings of words; link new meanings to known vocabulary -discussing their favourite words and phrases -recognise some recurring language in stories and poems	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.	using dictionaries to check the meaning of words that they have read -use a thesaurus to find synonyms -discuss why words have been chosen and the effect these have on the reader -explain how words can capture the interest of the reader -discuss new and unusual vocabulary and clarify the meaning of these -find the meaning of new words using the context of the sentence.	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.	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.

	Key Stage 1		Key Stage 2				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comprehension – Inference Explain and justify using inference and deduction (think like a detective)</p>	<p>Begin to understand ‘why’ and ‘how’ questions.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p>	<p>children make basic inferences about characters’ feelings by using what they say as evidence.</p> <p>-infer basic points with direct reference to the pictures and words in the text</p> <p>-discuss the significance of the title and events -</p> <p>-demonstrate simple inference from the text based on what is said and done</p>	<p>make inferences about characters’ feelings using what they say and do.</p> <p>-infer basic points and begin, with support, to pick up on subtler references.</p> <p>-answering and asking questions and modifying answers as the story progresses</p> <p>-use pictures or words to make inferences</p>	<p>children can infer characters’ feelings, thoughts and motives from their stated actions.</p> <p>-justify inferences by referencing a specific point in the text.</p> <p>-ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. -</p> <p>-make inferences about actions or events</p>	<p>ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions)</p> <p>-infer characters’ feelings, thoughts and motives from their stated actions.</p> <p>-consolidate the skill of justifying them using a specific reference point in the text</p> <p>-use more than one piece of evidence to justify their answer</p>	<p>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>-make inferences about actions, feelings, events or states</p> <p>-use figurative language to infer meaning</p> <p>-give one or two pieces of evidence to support the point they are making.</p> <p>-begin to draw evidence from more than one place across a text.</p>	<p>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>-discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>- make inferences about events, feelings, states backing these up with evidence.</p> <p>-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</p>
<p>Comprehension -Prediction Ask questions, using forward inference, using concrete or implied information</p>	<p>Suggest how a story might end.</p> <p>Suggest what might happen next.</p>	<p>predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>-make simple predictions based on the story and on their own life experience.</p> <p>-begin to explain these ideas verbally or through pictures.</p>	<p>predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>-make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>justify predictions using evidence from the text.</p> <p>-use relevant prior knowledge to make predictions and justify them.</p> <p>-use details from the text to form further predictions.</p>	<p>justify predictions using evidence from the text.</p> <p>-use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>-monitor these predictions and compare them with the text as they read on</p>	<p>predicting what might happen from details stated and implied</p> <p>-support predictions with relevant evidence from the text.</p> <p>-confirm and modify predictions as they read on.</p>	<p>predicting what might happen from details stated and implied</p> <p>-support predictions by using relevant evidence from the text</p> <p>-confirm and modify predictions in light of new information</p>

	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Comprehension – Explain identify, locate key elements of text (visualise verbally, written and pictorially using VIP words and phrases.</p>	<p>To discuss what they like and dislike about a text read.</p> <p>To link stories to their own experiences.</p>	<p>give my opinion including likes and dislikes (not NC objective).</p> <p>- link what they read or hear to their own experiences</p> <p>- explain clearly my understanding of what has been read to them - express views about events or characters</p>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>-express my own views about a book or poem</p> <p>-discuss some similarities between books</p> <p>- listen to the opinion of others</p>	<p>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>-identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>-recognise authorial choices and the purpose of these</p>	<p>discussing words and phrases that capture the reader’s interest and imagination</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>-recognise authorial choices and the purpose of these</p>	<p>provide increasingly reasoned justification for my views</p> <p>-recommend books for peers in detail</p> <p>-give reasons for authorial choices</p> <p>-begin to challenge points of view</p> <p>-begin to distinguish between fact and opinion</p> <p>-identifying how language, structure and presentation contribute to meaning</p> <p>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>provide increasingly reasoned justification for my views</p> <p>-recommend books for peers in detail</p> <p>- give reasons for authorial choices</p> <p>-begin to challenge points of view</p> <p>- begin to distinguish between fact and opinion</p> <p>- identifying how language, structure and presentation contribute to meaning</p> <p>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>- 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</p>

	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension – Retrieval	Answer simple retrieval questions when listening to a story/text.	<p>answer a question about what has just happened in a story.</p> <ul style="list-style-type: none"> -develop their knowledge of retrieval through images. -recognise characters, events, titles and information. -recognize differences between fiction and non-fiction texts. -retrieve information by finding a few key words. -contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> - independently read and answer simple questions about what they have just read. -asking and answering retrieval questions -draw on previously taught knowledge -remember significant event and key information about the text that they have read -monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<p>use contents page and subheadings to locate information</p> <ul style="list-style-type: none"> -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 	<p>confidently skim and scan texts to record details,</p> <ul style="list-style-type: none"> -using relevant quotes to support their answers to questions. -retrieve and record information from a fiction or non-fiction text. 	<p>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <ul style="list-style-type: none"> -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. 	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <ul style="list-style-type: none"> *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.
Comprehension- Sequence Summarise , Finding the “GIST”	<p>Retell a familiar story with prompts.</p> <p>Recognise the beginning, middle and end of a story.</p>	<p>retell familiar stories orally e.g. fairy stories and traditional tales</p> <ul style="list-style-type: none"> -sequence the events of a story they are familiar with -begin to discuss how events are linked 	<p>discuss the sequence of events in books and how items of information are related.</p> <ul style="list-style-type: none"> -retell using a wider variety of story language. -order events from the text. -begin to discuss how events are linked focusing on the main content of the story. 	<p>identifying main ideas drawn from a key paragraph or page and summarising these</p> <ul style="list-style-type: none"> -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 	<p>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph. – -identify themes from a wide range of books - summarise whole paragraphs, chapters or texts - highlight key information and record it in bullet points, diagrams, maps etc 	<p>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> -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 	<p>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <ul style="list-style-type: none"> -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.

		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension- understanding/ inaccuracies (Repairing the text)	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p>	<p>Check that a text makes sense to them as they read and self-correct.</p>	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>				

		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension- comparing, contrasting and commenting	Listen to stories and answer questions of the story.	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g., triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements.</p> <p>Draw out key information and summarise the main ideas in a text.</p> <p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>

	EYFS	Key Stage 1		Key Stage 2			
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Poetry and Performance	<p>Listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>Join in with repeated refrains in rhymes and stories.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Develop preference for forms of expression.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p>	<p>Recognise and discuss some different forms of poetry (e.g., free verse or narrative poetry).</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

	EYFS	Key Stage 1		Key Stage 2			
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Non-Fiction	<p>To know that information can be relayed in the form or print.</p> <p>To know that information can be retrieved from books and computers.</p>	Recognise that non-fiction books are often structured in different ways.	Recognise that non-fiction books are often structured in different ways.	Retrieve and record information from non-fiction texts.	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g., in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

Question types/samples to cover all reading domains. Staff to refer to teaching and learning policy and question grids.

KS1

KS2

Vocabulary - Find and explain the meaning of words in context, add context to new words.

- What do the words and suggest about the character, setting and mood?
- Which word tells you that?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means
- Find and highlight the word that is closest in meaning to
- Find a word or phrase which shows/suggests that
- What do you think the book is about?
- What will, happen next?
- What do you think happened before/next?
- What does the ending suggest will happen next?

- What do the words /phrases show /suggest about the character/setting/mood?
- Which words tell you that?
- Why did they choose that word?
- Which are the key words that shows/proves?

- Find a word that means?
- Find and highlight words that are the closest to/opposite of?
- Find a word or phrase that that suggests...
- Place that word in a new sentence

Infer – using inference from the text, work like a detective to deduce meaning and intention

- Find and copy a group of words which show that
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of? show that they are
- How can you tell that?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when
- Who is telling the story?
- Why was ...feeling?
- Why did ...happen?
- Why did...say?
- What dd the author intend when they said?
- How do we know they mean that?

- Find words/phrases that show that
- Why did the writer show these words?

- How do the choice of the words tell us how a character feels?

- What impression did you get of the place/character?
- Show evidence of your choice from the text?

- What adverb would best describe how the character may act?

Predict - using evidence and inference can you predict the next part of the text.

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think will happen? Yes, no or maybe?
- Explain your answer using evidence from the Text

Is the setting important, how will it affect the actions/attitudes of the character?
Explain your answer using text evidence

Explain the text -justify your choices and use evident to back up choices.

- How content is related and contributes to the meaning as a whole.
- How meaning is enhanced through choice of language.
- The themes and patterns that develop across the text.
- How information contributes to the overall experience.
- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find the phrases which show this.
- What is the author's point of view?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part? How are these sections linked?
- Explain why that is your favourite character and why?
- Why will that happen , can you explain?
- Do you think this happened before?
- Explain why you think that will happen next?

- Why was the text arranged that way?
- What structures has the author used?
- What is the purpose of the text feature?
- This the use of that word effective ...say why?
- Explain the mood/character of the character say why?
- Find and copy the phrase/word that show
- What does the author think, what is their opinion?
- Why does the writer use that word or phrase?
- What are the key words or phrases in the text?

Retrieve - record information and identify key details from texts, use pictures, writing and verbally explain your decision.

- How would you describe this story/text? What genre is it? How do you know?
- How did?
- How often?
- Who had? Who is? Who did?
- What happened to?
- What does do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?
- What kind of text is this?
- Who did?
- Where did?
- When did?
- What happened when?
- Why did ?
- How did?
- How many?
- What happened to?
- What happened next?
- Identify genre/ fiction or non-fiction?

- Describe the story/text
- Identify the genre
- How did?
- How often?
- Who had ?
- What happened when?
- Who does?
- What have you learnt from this text?
- Give an example of ...
- Which perspective /view point or character is this been written from?

Summarise - the main ideas from more than one paragraph, find the "gist" of the text.

- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story? (find the gist)
- In what order do these chapter headings come in the story?
- Can you summarise events in five fingers?
- What happened after that?
- Gist of start/middle/end of story?
- Can you create a new title for text?

- Place/order the event in five steps (five fingers)
- What happened after summarise that sentence/ paragraph?
- Create /order the headings for the different parts of the text?

