

Glenmere Community Primary School's Reading Handbook

VIPERS Predict Excite Grammar Authors
Pleasure Phonics Teachers Spelling Enthuse
Together Reading BookTalk Talking
Handwriting Respect Sequence TalkForWriting Retrieve
Enjoy Vocabulary ReadWriteInc English
Great Summarise Engage
Enjoyment Curriculum Grow Glenmere
Explain Achieve Parents Writing Inference
Children

Here at Glenmere Community Primary School, we believe that our English curriculum should excite, engage and enthuse pupils, enabling them to communicate both written and verbally.

Reading is at the core of everything we do, acting as a key life skill that provides access to all aspects of the curriculum. We, at Glenmere, believe it is important to teach children both the skills of language comprehension and word recognition. This can be achieved through high quality reading teaching combined with a 'Reading for Pleasure' culture.

Our reading aims to meet the expectations of the Scarborough Reading Rope (2001) which highlights the need for language comprehension skills and word reading to be woven together to result in 'Skilled Reading: fluent execution and coordination of word recognition and text comprehension.

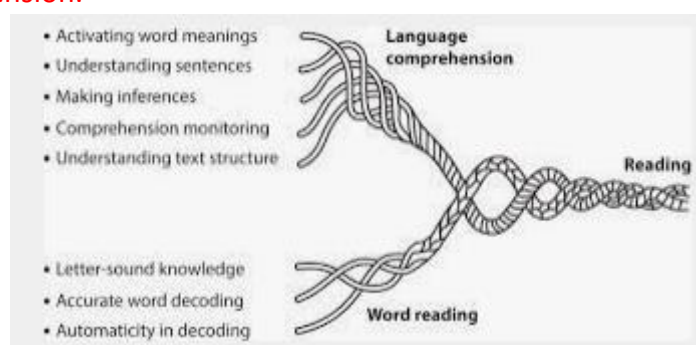


Figure 1: The Reading Rope (Scarborough, 2001)

The aims of our reading curriculum is for children to become more fluent and effective readers who have a rich vocabulary and enjoy reading for pleasure.

There are two important phases in reading development: learning to read and reading to learn. Teaching strategies are employed that recognise children's needs in each phase.

Teaching of early reading and phonics (Learning to read)

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

At Glenmere, we aim to reinforce a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support. In order to do this, we use 'Rocket Phonics' by Rising Stars which is a fully resources, systematic synthetic phonics programme. Rocket Phonics home reading books are used alongside the teaching in class. This includes both fiction and non-fiction. Following from this in Year 2, we use Cosmic Kids – also part of Rising Stars.

To target lower attaining pupils in Key Stage 2 to improve their fluency skills we have 'Astro' books from Rising Stars which is a dual-banded series which practise and reinforce phonics skills. These books incorporate lower reading levels with age-related interest levels.

Our primary aims are:

- ❖ *To develop phonetic skills which lead to blending and reading fluently.*
- ❖ *To promote confidence and positive attitudes to reading.*
- ❖ *To promote and encourage good home/school links using a wide range of literature.*
- ❖ *To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.*
- ❖ *To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.*
- ❖ *To ensure the teaching of phonics is lively, interactive and investigative.*
- ❖ *To enable children to use phonic awareness across the curriculum.*
- ❖ *To ensure that children know the 44 phonemes within the English language.*
- ❖ *To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.*
- ❖ *To provide children with strategies to identify and decode 'tricky words.'*

Objectives

To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.

To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Teachers use assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics.

Tricky words

Within each phase of phonics, decodable and tricky words are taught. We expect children to learn these words by sight in order to build their fluency.

Phonics to fluency (Learning to read)

Some ways that fluency is developed across the school are:

- Fluency triangles
- Echo reading
- Emphasis sentences

- Alphabet punctuation

In order to be fluent readers, children must be able to recognise words automatically in order to use appropriate expression and intonation and read at a natural pace.

Comprehension

VIPERS

At Glenmere, reading comprehension is taught through whole class reading from Year 1 through to Year 6. This is where children work to develop their reading skills and their understanding of the text. In order to ensure even coverage of the curriculum, we use VIPERS to cover the content domains in line with the expectations at the end of Key Stages 1 and 2. These are taught explicitly within reading lessons. Teachers reference these during explicit teaching of reading skills.

- V – Vocabulary (**give/explain meaning of words in context 2a – explain how meaning is enhanced through choice of words and phrases 2g**)
- I – Inference (**make inferences from the text/explain and justify inferences with evidence from the text 2d**)
- P – Prediction (**predict what might happen from detailed stated and implied 2e**)
- E – Explain (**identify/explain how information/narrative content is related and contributes to meaning as a whole 2f**)
- R – Retrieval (**retrieve and record information 2b**)
- S – Summarise (**summarise main ideas 2c**)

Book Talk

Alternate weeks from VIPERS, pupils will take part in Book Talk which works on pupils working in small ability based groups and verbalising answers to sentence starters with a particular focus on using evidence to support their answers. Teachers and LSAs will work with different groups over the week, hearing individuals read and completing assessments based upon discussions with pupils.

Foundation:

Comprehension begins in foundation stage, where children are asked to predict, identify key parts of stories and discuss their thoughts on books.

Key Stage 1 and 2

As children progress into Key Stage 1, pupils will participate in whole class reading through the form of VIPERS and Book Talk 3 times a week – this may also incorporate phonics skills and reading of ‘tricky words’. Year 1 begin the year focusing on phonics, introducing VIPERS later in the year. They will develop the skills of reading with fluency whilst also beginning to understand the process of comprehension.

The explicit teaching of reading occurs 3 times a week for 30 minutes in Key Stage 2. During this time, children are taught specific reading skills based on VIPERS. They have the opportunity to discuss the use of language, widen their vocabulary and develop their levels

of comprehension. Lessons are based on good quality literature with a focus on developing answers to reading questions.

Teachers use the Reading Progression Map to ensure level of questioning and skills are developed year on year.

The explicit teaching of reading takes place either whole class or in small guided groups, depending on the year groups preference based on their cohorts needs.

Reading for pleasure

We believe that active encouragement of reading for pleasure is a core part of every child's education entitlement whatever their background or attainment. In order to promote reading for pleasure at Glenmere we have included the following:

- All pupils are encouraged to have a reading for pleasure book as well as their book banded books
- All classrooms have reading for pleasure books in reading corners/areas within the classroom
- Each year group has a time class reading book where the teacher reads for pleasure
- Reading for pleasure slots are planned into the school timetable
- Reading Squad are employed and run the reading zone within the quiet area during lunch times.

Reading diaries and independent reading

Each child has a reading diary in which to record the amount of reading they are doing at home. In Early Years, Key Stage 1 and Lower Key Stage 2, parents are expected to engage with children's reading by hearing them read as often as possible at home and recording this in their reading diaries. As children enter Upper Key Stage 2, more independence is given to the children over their reading, however, it is expected that children still engage with their reading diaries and write about what they have learnt when they have read.

Children will bring home a banded book appropriate to their reading level. They may also have a reading for pleasure book

Reading environment

Our reading environment encourages children to develop a love of reading. Children can spend time reading in the school library, the quiet area at lunch times or their classroom's reading corner.

Whole class story time

Across the school, classes engage with story time daily. The class reader is displayed on classroom doors and can be linked to the topic being studied in that year group. These sessions take place to foster a love of reading.

Reading Rewards

At Glenmere, we use a reading incentive program that we hope will encourage students to read regularly and consistently. As part of our reading rewards, children compete against one another

- Year 6 will compete with Year 5;
- Year 4 will compete with Year 3;
- Year 2 will compete with Year 1.

We feel it is important to focus on the time spent reading so the challenge will be to read for 15 minutes. For every 15 minutes read – **and signed by an adult in the reading record** – children will receive a point. Over the week, the points will be collated and turned into hours read. The winner of the week (for each competing class) will be the class who has read the most and this will be recognised in assembly on a Friday. The 3 winners will receive a certificate. The class with the most certificates at the end of the half-term will receive a class prize.

Children in Key Stage 2, may read to themselves, however, we will only be able to give the point if an adult signature is given

Reading materials

At Glenmere we encourage pupils to read high quality texts which challenge and engage all pupils

- Book banding is used across the school, up to Black and Black Plus in Year 6. Teachers use these to ensure all pupils are being exposed to language and content appropriate to their ability and to enable them to progress
- In EYFS, Year 1 and Year 2, pupils are also given a book aimed at the appropriate phonics phase – these are Reading Planet: Rocket Phonics
- Children are also encouraged to choose a 'Reading for Pleasure' book.

Reading assessment and reading records

Summative assessment

During the assessment cycle, Rising Stars, NTS and SATs past papers reading comprehension tests are conducted in Y1-6. Reading levels/standardized scores, along with teacher assessment will be based on the test.

Benchmarking

A level is a teacher's tool, not a label.

At Glenmere we use the PM Benchmarking kit to assess children's reading. It allows us to identify children's instructional or independent reading levels using fiction and non-fiction texts, identify the knowledge, skills and strategies children use when reading unseen texts, assess children's fluency when they read aloud, along with assessing children's retelling strategies and it helps to determine children's comprehension and understandings within and beyond the text.

Running records with the children to help to ensure that children are reading within their correct levelled band, but the Benchmarking kit will ensure a more accurate picture.

When we are looking at how children solve words we are looking for 3 different ways that words can be worked out.

Is the child using **meaning**?

Is the child using **structure**?

Is the child using the look of the word- **visual** information?

Ideally the student will be using meaning, structure and the look of the words. If he /she is relying on only 1 or 2 of them, the coach should encourage him / her to use the missing clue.

The Benchmarking kit uses a three part assessment.

Reading records – the pupil sits beside the teacher and reads the text using the book. The teacher annotates the record sheet. The teacher has to be objective – no teaching or prompting.

Retelling – after the pupil has read the text.

Questions – the teacher/coach asks pupils after reading. Pupils may refer to the text to locate answers. The teacher records verbatim the responses on the record sheet scoring correct answers.

The Benchmarking kit enables us to assess whether the child's current level is right for them using a scoring system from the running record.

Easy - 95 -100%, enough for independent reading, test child for a higher level.

Instructional - 90 – 94%, a comfortable instructional text level.

Hard - 89% and below, the book is too hard and will frustrate the reader.

Lexplore

We also use an online eye tracking system called Lexplore – a reading assessment endorsed by the Dyslexia Association. It uses an eye tracking software that tracks the movement of the child whilst they read. This is used to identify their reading ability, areas of difficulty and where support is needed. All pupils across the school will have access to this assessment and will be completed on a termly basis or when needed.

Assessment Records

At Glenmere, we use Teacher Assessment Frameworks which are in line with the National Curriculum. These are used to inform pupils of their targets as well as a way of assessing pupil's during VIPERS and Book Talk. A copy of these can be located in the front of the VIPERS book which children and teachers' access and then in the reading folders.

Reading Records

Each class at Glenmere has a folder to track pupils' independent reading as well as a Book Talk assessment folder, which is split into attainment groups and TAFs marked and monitored by teachers'

Reading Progression (A.R.E.)	EYFS2	1	2
<p>National Curriculum:</p> <ul style="list-style-type: none"> - Yr.1. Discusses word meanings, linking new meanings to those already known. - Yr.2. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. - EYFS ('Development Matters') Recognises familiar words and signs (L.R.30-50 months) 	<p>- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to them.</p>	<p>With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.</p>	<p>- Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.</p>
<p>Reading Domain (Questions):</p> <ul style="list-style-type: none"> - Draw on knowledge of vocabulary to understand texts (1a) 	<ul style="list-style-type: none"> - What does the word XYZ mean? - Can you find a word that means the same as...? - What can help you understand the tricky word XYZ? - How has the author made you feel happy/sad? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad? - What word in the text tells you...? 	<ul style="list-style-type: none"> - What does the word XYZ mean? - What other words could the author have used to say/explain...? - Can you find a word that means the same as...? - What clues are around the sentence (before/after) which might help you understand the word? - How has the author made you feel happy/sad/angry? - Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad/angry? - What word in the text tells you...? - The author uses the word ABC to describe XYZ, what does this tell you about...? 	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you tell me another way of saying...? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase? - How has the author made you feel happy/sad/angry? - Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? What does this make you think? - How has the author made the character seem happy/sad/angry? - What word in the text tells you...? - The author uses the word ... to describe ... what does this tell you about XYZ?
<p>Examples of children's responses:</p>	<ul style="list-style-type: none"> - In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'. - In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means. - "The author says that Bill was dancing. This means he was happy." - "The author uses the word 'spooky'. This makes me feel scared." 	<ul style="list-style-type: none"> - When asked for the meaning of 'glad', the child can work out the meaning from the context of the story (i.e. happy or pleased). - "It makes it makes me feel a bit sad and scared, when the author used the word 'gloomy'." - "The word 'speedily' means the same as 'fast'." - "The author says that Susie is 'tearful', this tells me that she is feeling sad." 	<ul style="list-style-type: none"> - The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset). - When asked to find a word that means the same as 'grabbed', the child can point to the word 'snatched'. - "The author says that the character 'tumbled across the hallway' - This means that the character doesn't want to get caught."
<p>National Curriculum:</p> <ul style="list-style-type: none"> - Yr.1. Discusses the significance of the title and events. - Yr.2. Becomes very familiar with key stories (fairy stories and traditional tales), considering their particular characteristics. - EYFS ('Development Matters') Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters (L.R.30-50 months) 	<p>- Retrieves information from pictures in a book, in response to a simple question.</p> <p>- Says something about who was in a story, what happened and/or where it took place.</p>	<p>- Answers simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read).</p> <p>- Identifies and links two significant events in a story they have read.</p>	<p>- Understands simple cause and effect in texts, where the link is clearly stated or suggested.</p> <p>- Explains why a character thinks/feels/behaves in a specific way (based on an event within the text).</p>
<p>Reading Domain (Questions):</p> <ul style="list-style-type: none"> - Identify and explain key aspects of fiction and non-fiction, such as: characters, events, titles and information (1b) 	<ul style="list-style-type: none"> - What is the title of the book? - Who is in the story? - Which characters are in the book? - Where do the characters go? - What happened in the story? - What has happened in the story so far? - Can you tell me the main parts of the story in the right order? - What do the pictures tell us about...? - What is the main character like? - Where is the story set? - How does the contents page help me to find information in this book? 	<ul style="list-style-type: none"> - What do you think the title might tell us about the story? - Is this a good title for this book? Why? - What happened in the story? - Where/when does the story take place? - What did she/he look like? - Who was she/he? - Where did she/he live? - Who are the characters in the book? - What part of the story do you like best? Why? - What are the main events that happen in this story? - Where in the book would you find XYZ? - How does the index/contents page help me to find information in this book? - Is this a fiction or a non-fiction text? How do you know? 	<ul style="list-style-type: none"> - Where/When does the story take place? - Who are the characters in the story? - Can you name the key characters? Why are they important to the story? - What did the character look like? - Where did the character live? - What did the character do when...? - How do the title/contents page/chapter headings/index/glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Which part of the story best describes the setting? - What part of the story do you like best? Why? - Can you tell me 3 interesting facts you have learnt from the text? - How does the index/contents page help me to find information in this book?
<p>Examples of children's responses:</p>	<ul style="list-style-type: none"> - In response to the story of 'Goldilocks and the Three Bears', the child can say why Baby Bear's chair was broken or why Goldilocks was scared and ran away from the house. - Answers literal questions, for example: What did Goldilocks do? Why did Baby Bear cry? Where did the bears find Goldilocks? 	<ul style="list-style-type: none"> - Answers simple questions such as: Why did Goldilocks sit on all three chairs? What did Bill say on page 77? How did Jack climb up to giant's castle? Why did Jack sell the cow for beans? - "The 'Contents page' tells me which pages I can find information about different things." 	<ul style="list-style-type: none"> - In the story of 'Little Red Riding Hood', the child can explain why the wolf dresses up as grandma or how mum might feel when she hears about what happened to LRRH at grandma's house. - In a non-fiction text, the child can say why a bird's hollow bones help it to fly.
<p>National Curriculum:</p> <ul style="list-style-type: none"> - Yr.1. Discusses the significance of the title and events. - Yr.2. Discusses the sequence of events and how items of information are related. - EYFS ('Development Matters') Beginning to be aware of the way stories are structured. Listens to stories with increasing attention and recall (L.R.30-50 months) 	<p>- Remembers 2 or 3 events from a familiar story (in the correct order).</p>	<p>- Retells familiar stories, in the correct order, from those they have heard (or have read).</p> <p>- Retells the key points of a shared story.</p>	<p>- Retells the key events, in the correct sequence, from the story they are reading.</p>
<p>Reading Domain (Questions):</p> <ul style="list-style-type: none"> - Identify and explain the sequence of events in texts (1c) (Summarise) 	<ul style="list-style-type: none"> - What happened at the beginning of the story? - What happened next? - How did the story end? 	<ul style="list-style-type: none"> - What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph. 	<ul style="list-style-type: none"> - What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph.
<p>Examples of children's responses:</p>	<ul style="list-style-type: none"> - In response to the story 'Little Red Riding Hood', the child can say where we meet the wolf first and where he goes afterwards. - In response to the story 'Goldilocks and the Three Bears', the child can recall that Goldilocks first eats the porridge, then sits on the chairs and finally sleeps in the bed. 	<ul style="list-style-type: none"> - The child can retell the main events of a story. For example: The wolf tried to blow the straw house down, then the house of sticks, before trying to blow the down the house of bricks. Finally, the 3 little pigs tighten the wolf away. - Teacher asks: "Tell me what happens with the 3 little pigs and the house of bricks." - Child: "The wolf tries to blow it down, but can't. So he climbs down the chimney. The 3 little pigs put a pot of hot water at the bottom so he burns himself and runs away." 	<ul style="list-style-type: none"> - The child can give a simple summary of a story, from its beginning, the problem, and how it ends. - The child can answer simple questions about significant events in a story. For example: Why couldn't Cinderella go to the ball? How did Cinderella manage to go to the ball? Why didn't the stepmother want the prince to try the shoe on Cinderella?

<p>National Curriculum: - Yr.1. & Yr.2. Making inferences on the basis of what is said and done. - EYF5 (Development Matters) Beginning to understand 'why' and 'how' questions (CLU 30-50 months)</p>	<p>Makes simple inferences about a character's feelings, to answer 'Why do you think...?' questions.</p>	<p>- Makes simple inferences based on things said or done (especially about a character's motivation for their behaviour), including 'How...?' and 'Why...?' questions.</p>	<p>- Makes simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions.</p>
<p>Reading Domain (Questions): - Make inferences from the text (1d)</p>	<p>- Who is the good/bad character? Why are they good/bad? - How would you feel if you were the main character? Why? - How did the character feel when...? How do we know they felt...? - What kinds of things do you think we might see in this book? (Non-fiction) - How do you know that XYZ?</p>	<p>- What kinds of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says...? - What does XYZ mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when XYZ happens? - What makes you think that...? - Which words give you the idea that...? - How do you feel about...? - Can you explain why...? - Why do you think the author chose the word XYZ? - What does the character mean when s/he says ...?</p>	<p>- What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - What makes you think that...? - How can you tell that...? - Which words make you feel...? - Can you explain why...? - Why do you think the author chose the word XYZ? - How do you think...? - Why do you think the character did/didn't...? - What kinds of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says...? - What does XYZ mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when XYZ happens? - What is the main theme of the story? - Which specific word in the text creates a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ...?</p>
<p>Examples of children's responses:</p>	<p>- The child can answer simple probing questions such as: Why do you think Goldilocks ran away from the bears? How do you think Cinderella wanted to go to the ball? Why do you think Little Red Riding Hood's mother might be cross with her?</p>	<p>- The child can answer more probing questions such as: Why didn't the ugly sisters want Cinderella to go to the ball? Why did the 3 little pigs keep running to each other's house? How do you think the prince felt when he found Cinderella's shoe on the steps?</p>	<p>- The child can answer more probing questions such as: Why did the wolf put on grandma's clothes? Why did the gingerbread man climb from the fox's back onto his head and nose? In the 3 Billy Goats Gruff, why didn't the troll eat the first goats and wait for the next? - "I know that the woodcutter was brave because he rescued Little Red Riding Hood from the scary wolf."</p>
<p>National Curriculum: - Yr.1. & Yr.2. Predicts what might happen on the basis of what has been read so far. - EYF5 (Development Matters) Suggests how the story might end (LR 30-50 months)</p>	<p>- Suggests how the story might end. - Makes a simple prediction about what might happen next in a book that they are reading (or has been read to them).</p>	<p>- Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.</p>	<p>- Makes a simple and sensible prediction of what might happen next based on what is stated. - When prompted, justifies the prediction based on what has already happened within the story.</p>
<p>Reading Domain (Questions): - Predict what might happen on the basis of what has been read so far (1e)</p>	<p>- Look at the cover/title/picture... What do you think this story might be about? Who do you think will be in the story? Where do you think the story might be set? - What do you think might happen to the character? - What do you think might happen next in the story? - What do you think might happen at the end of the story?</p>	<p>- Look at the cover/title/first line...What do you think will happen next? How have the cover/title/first line helped you come up with this idea? - What do you think will happen to main (good/bad) character? Why do you think this? - What might happen next? Why do you think this? (Are there any clues in the text?) - Can you think of another story which is similar? Do you think this story will go the same way? - Which stories have endings like this? Do you think this story will develop in the same way? - Why did the author choose this setting? How will that effect what happens next? - How is the character like someone you know? Do you think they will act in the same way?</p>	<p>- Look at the cover/title/first line/chapter headings - What do you think the story is about/will happen (next)? - What do you think will happen to the good/bad character? Why do you think this? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think...? - Can you think of another story?</p>
<p>Examples of children's responses:</p>	<p>- When reading a book about lots of farm animals climbing into a boat, they predict that the boat will probably sink. - The child makes a plausible (but not necessarily correct) prediction, often based on their experiences, about how a story is likely to end (e.g. "I think the little girl will find her mummy and daddy and give them a big hug").</p>	<p>- In a story about a family going on holiday to the seaside, the teacher asks: "What might happen whilst the family are on the beach?" The child responds: "The children might build sandcastles which get knocked down by the waves." The girl might collect shells with her dad, etc. - In a story about where a monster steals from two houses, the child predicts that it will steal from the third house (or might get caught this time).</p>	<p>- In the story "The Boy Who Cried Wolf", when the boy actually sees the wolf, the teacher asks: "What might the villagers say to the boy?" The child predicts that they won't believe him and might call him a liar. The teacher might probe further: "Why do you think that?" The child responds: "I think they'll call him a liar because he has lied to them before."</p>
<p>National Curriculum: - Discusses their favourite words and phrases (Yr.2)</p>	<p>- Gives a simple opinion about whether they liked the book/story or not, giving a simple reason why.</p>	<p>- With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.</p>	<p>- Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choices.</p>
<p>Reading Domain (Questions): - Identify and explain interesting words and phrases (1g/7)</p>	<p>- Is the book funny/sad? Why? - What is your favourite word in the sentence? Why? - Can you find an adjective to describe the character/setting? - Can you hear any rhyming words? - Can you find a describing word on this page?</p>	<p>- Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other words could the author have used to...? - How has the author made the character seem... happy/sad/ angry, etc.? - Can you find two adjectives on this page? - Can you think of another adjective the author could have used instead? - Which word makes you feel happy/sad/excited/scared? - Can you think of another rhyming word which would fit this pattern? - Why do you think the author's use the adjective XYZ to describe the character?</p>	<p>- Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other words or phrases could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they are feeling? - What does the way the character looks/behaves tell us about how s/he feels? - How does the author get you interested in the story? - Why did the author choose the word XYZ in this sentence? - How does the author try and make the story more interesting? Explain. - Why does the author put certain words in bold or italic?</p>
<p>Examples of children's responses:</p>	<p>Teacher: "Did you like the book?" Child: "Yes, it was funny." Teacher: "Why did you find it funny?" Child: "I like animals and they did funny things." Teacher: "Which animal did the funniest thing?" Child: "The elephant was funny because he sucked up the custard with his trunk."</p>	<p>- "I like it when the stone goes 'plop' because that's a funny noise." - "I liked the word 'snuggly' because it sounds soft and a bit warm."</p>	<p>- When the teachers asks: "Which word has the author used to help you imagine how quick the mouse ran across the barn? And why?" The child responds: "The author uses the word 'hushed' which sounds like the mouse is running really quickly." - "I liked it when the sad girl 'lost and lonely' because those words start with the same sound and it makes me feel sad for her. It makes me want to help her." - Teacher: "Which phrases do you like most in the story 'We're Going on a Bear Hunt'? And why?" Child: "I like it when it says 'swishy, swashy' because it sounds like the grass is really moving side-to-side."</p>

Reading Progression (A.R.E.)	3	4	5	6
National Curriculum: - Check that the text makes sense, discussing understanding and explaining the meaning of words in context (Clarification)	- Uses text before and after the unknown word to make a sensible guess about its meaning - Uses developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses knowledge of how a dictionary is structured to find out the meaning of new words	- Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary to check the meaning of new vocabulary	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar words and explain the meaning to someone else	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar words and give alternative word/phrases with a similar meaning (using a thesaurus, if necessary)
Reading Domain (Questions): - Give/explain the meaning of words in context (2a)	- What other word/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase?	- What other word/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What does this figurative phrase (simile/metaphor/personification) mean?	- What other word/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - Can you explain the dictionary definition of the word... in your own words? - Explain 2 things that the word XYZ suggests.	- What other word/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - What does the idiomatic phrase... mean? - Which words in the thesaurus most closely give the same meaning of the word... in the present context?
Examples of children's responses:	- "Joyful" means the same thing as "happy". - "I think the word 'scumbie' means 'struggling' or 'climb' because I use these words within the same paragraph." - When asked to find the word 'scumbie' the child finds the letter 'S' in the dictionary and then finds the correct word before reading the definition aloud.	- When the child comes across an unknown word, they can find the word in a dictionary (with very little support), and use the definition to explain what the word means. - The simile 'as high as a skyscraper' means that the fence was really high because skyscrapers are really tall.	- The author uses the word 'sullen' to help us understand how sad the character is. - 'Complex' is a synonym for the word 'difficult'. - When the child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means in their own words.	- "Disturbed" is a synonym for 'feeling unsettled' or 'unhappy'. - "Driving me round the bend" means that the character is being made to feel confused and annoyed. - The child can use the dictionary to work out the meaning of the word 'troubled', and they can use their own words 'something that is dishonest or illegal' as a synonym.
National Curriculum: - Retrieve, record and present information (from fiction and non-fiction)	- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.	- Use range of different non-fiction text features to help retrieve information from a text and with support choose a simple way in which they could record the information they have discovered.	- Retrieve information from fiction or non-fiction. Identify key ideas and, with support, record and present it. - Select and sort information from a range of sources and, with minimal support, record this information.	- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. - Start to select information independently from more than one source and often summarise it (in note form).
Reading Domain (Questions): - Retrieve and record information and identify key details from fiction and non-fiction (2b)	- How do the title/contents page/chapter heading/index/ glossary, etc., help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - When/where does the story take place? - What did it/what look like? - Where did it/what live? - Who are the characters in the book? - What part of the story do you like best? Why? - Who do you think is the most interesting character? Why? - Where would you look to find information about...?	- How do the title/contents page/chapter heading/index/ glossary, etc., help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where in the book would you find...? - What part of the story do you like best? Find evidence to support your opinion. - Can you find evidence from the text which shows us that the character is feeling excited/angry/guilty? - Who...? What...? Where...? When...? How...?	- How do the title/contents page/chapter heading/index/ glossary, etc., help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Which part of the story best describes XYZ? Explain why. - Who...? What...? Where...? When...? How...?	- Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere transition/character realises... action heightens? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Why did (character) do...? What effect did this have on the story? - Can you give two reasons why (character) does / does not like...? - Who...? What...? Where...? When...? How...?
Examples of children's responses:	- "The glossary helps me to understand what tricky words mean that I don't understand by myself". - With some support, the child can answer question such as: "Can you explain where brown bears hibernate during the winter?" - When asked to explain where mangrove grow, the child uses a map, photocopying as well as text to find relevant information. - "My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny".	- When asked to find a place of information from a book, the child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. - The child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart. - "I like when Dad says 'I will never do it again' because it shows how sorry he is for his mistake".	- The child can quickly find information on a history topic on the 'Ezovians' by using library books, websites, maps and information leaflets, and with support can make notes of key points. - When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can explain/summarise this information to others. - "I think that it's true that Count Selkie is 'deceitful' because he keeps hiding things from others and denying he knows where they are kept".	- When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information associatively in order to present it succinctly. - When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes. - When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form. - "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening".
National Curriculum: - Identify main ideas (drawn from more than one paragraph) and summarise these	- Explains the main idea from the paragraphs just read	- Identifies the main ideas and key events from across a range of paragraphs	- Summarises the main ideas and themes explored within the wider text - Identifies at least one key detail which supports their thinking	- Summarises the main ideas and themes explored across the whole text read - Identifies key details which supports their thinking
Reading Domain (Questions): - Summarise main ideas from more than one paragraph (2c)	- What's the main point in this paragraph? - Summarise the key point of this paragraph. - What is the most important event that has happened so far? Why? - What happened first in this chapter/the story? - How did the story end?	- What's the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of... and why? - How would you describe the beginning/middle/end of the story in 3 sentences?	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words highlighting things from others and denying he knows where they are kept? - How would you describe the personality of... and why?	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/section? - How would you describe the personality of... and why?
Examples of children's responses:	- "The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour". - "I think the most important thing so far is that the dog has barked because this shows us that the child is alive and safe". - "The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong".	- "I think that the most important point is that children should be safe when crossing roads, as it tells us about the accidents that happen and where you should cross roads safely". - "At the beginning of the story, Kit had lost the key to his new house, felt a range of negative emotions (panic/confusion), and he began to explore various places he might have left it".	- "In summary, this chapter is about loss, hope and friendship". - "Mrs Cox feels 'lonely' and 'desperate' to make friends' as she sits alone and stares out of her window, watching the world go by every day".	- "This story is primarily about the relationship between a father and son, and how important this bond is throughout life". - "The subtitle I would give these three paragraphs are: 'Habitat, Diet and Behaviour'".
National Curriculum: - Draw inferences (such as inferring feelings, thoughts and motives from their actions), justifying inferences with evidence	- Makes straightforward inferences (inferring character's feelings, thoughts and motives) based on a single point of reference (about the character's actions and/or what they say) from the text	- Makes inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	- Makes inferences drawing on evidence from across the text	- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
Reading Domain (Questions): - Makes inferences from the text/explain and justify inferences from evidence from the text (2d)	- What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you feel...? - What makes you think that...? - How can you tell that...? - What is the main theme of the story? - Which specific word/phrase in the text creates a happy/sad/angry mood? - What makes this a successful story? Explain. - Why do you think...? Explain with evidence from the text. - How can you tell that...? Explain with evidence from the text. - Which words give you the impression that...?	- What makes you think that...? - How can you tell that...? - How does the character behave to make you think that...? - What evidence from the text can you give (from at least 2 different points) to support your thinking? - Can you find the place in the text where it reveals that the character is thinking/feeling...? - Can you find an example which shows where the main character is acting brave/foolish? - Why do you think...? Explain with evidence from the text. - How can you tell that...? Explain with evidence from the text. - Which words give you the impression that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...?	- What makes you think that...? - How can you tell that...? - What does the word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what... (phrase/sentence) suggests about... character/setting/action? - How does the blurb build up excitement and interest? - Which word/phrases does the author use to let us know how the main character is thinking/feeling? Explain. - How did the character's behaviour at this point, affect what happened later in the story? - Why do you think...? Explain with evidence from the text. - How can you tell that...? Explain with evidence from the text. - Which words give you the impression that...? - The child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen from children's drawings, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer. - The word 'frustrating' suggests that the soldier is struggling to walk across the muddy field. - The word 'terrified' tells us that the clock is scary and powerful.	- What makes you think that...? - How can you tell that...? - Explain what... (phrase/sentence) suggests about... character/setting/action? - What motives do you think the character had behind...? Explain. - What assumptions can you make about...? Why? - How does the author indicate that the character feels downhearted/angry/frustrated/happy? - Can you find a quotation from the text which reveals...? - Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain. - Why do you think...? Explain with evidence from the text. - How can you tell that...? Explain with evidence from the text. - Which words give you the impression that...?
Examples of children's responses:	- The child can answer questions such as: "Why did Caroline slam the door on her 'other' mother?" How was she feeling? (when the answer is not stated directly in the text). - In a story where a character has misinterpreted a situation, the child can answer the question: "What did Laura think was happening?" - "I can tell that Jo is 'anxious' because she is biting her nails while her hands are shaking".	- The child can answer inferential questions, e.g. "How do you think Laura felt when he stayed over at his friend's house for the first time?" and, with support in finding the relevant section of the text, can justify their answer, e.g. "I say he kept asking what time it was, so he must be wanting to go home soon". - "I think that the wind was blowing hard because it says it 'howled' and later tells us it 'destroyed the old tree'".	- The word 'frustrating' suggests that the soldier is struggling to walk across the muddy field. - The word 'terrified' tells us that the clock is scary and powerful.	- In discussing a story, the child might point out that Emily helped the elderly woman to her feet after her fall, but that was only as people would think she was a kind, helpful girl. - The child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.

<p>National Curriculum:</p> <ul style="list-style-type: none"> - Predicts what might happen from details stated and implied <p>Reading Domain (Questions):</p> <ul style="list-style-type: none"> - Predict what might happen from details stated and implied (2d) <p>Examples of children's responses:</p>	<ul style="list-style-type: none"> - Makes a simple and sensible prediction of what might happen next based on what is stated - When prompted, justifies the prediction based on what has happened so far <p>- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?</p> <p>- How has the cover/title/first line/chapter heading helped you come up with this idea?</p> <p>- What might happen next? Why do you think this?</p> <p>- What has happened so far to make you think...?</p> <p>- In a story in which a very acrobatic pinto goes to sea on a very tiny ship, the child can predict that the pinto might become more tiny and give a reason for this prediction.</p> <p>- In a story in which a character did not listen properly to an instruction, the child can predict that something will go wrong and can give a simple reason for this.</p> <p>- 'I predict that this story will be about a child who struggles to make friends as the cover shows a girl standing apart from a small group of children.'</p>	<ul style="list-style-type: none"> - Predicts what might happen in a story, finding stated and clearly implied evidence to justify the prediction <p>- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?</p> <p>- What do you think the main character might do next? Why? What clues has the author given?</p> <p>- What might happen next? What can you guess from what has happened so far?</p> <p>- The child can answer predictive questions, e.g. 'How do you think Zahra will feel when she walks into her new house?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says she had lots of happy memories from her early childhood so I think she will be nervous about her new life in her new home.'</p> <p>- 'The title "Della Within" suggest that this might be about someone who has lots of different and opposite emotions inside their head.'</p>	<ul style="list-style-type: none"> - Makes a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction <p>- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?</p> <p>- Why did the author choose this setting? How might this influence how the story develops? Explain.</p> <p>- How is the character like someone you know? Do you think they will react in the same way? Why/why not?</p> <p>- What evidence from the text makes you think...?</p> <p>- Why did the author choose this setting? How might this influence how the story develops?</p> <p>- The child can predict how a character might behave (e.g. the man is likely to get cross at the person knocking on his door from details explained elsewhere, i.e. the man likes his own company).</p> <p>- 'My mother is likely to be upset about her relationship because my mum got cross with me when I started playing with the wrong friends.'</p>	<ul style="list-style-type: none"> - Predicts what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text <p>- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?</p> <p>- Based on what you know about the main character, how might this story develop? Why do you think this? Explain.</p> <p>- Based on the setting of the story, how might the character behave/think? Why do you think this? Explain.</p> <p>- Which clues from the text clearly explain why the character behaved in such a way? Explain your thinking.</p> <p>- What evidence from the text makes you think...?</p> <p>- Can you predict several possible outcomes and explain your answer?</p> <p>- If there was a sequel to this story, what might happen? Explain.</p> <p>- 'Queen Elsa has always looked after her people, so when she is faced with her town's people having no food I think she will give up what she has for them.'</p> <p>- 'I think that Bill will never trust his brother again because it says that he looked at his brother in a different light.'</p>
<p>National Curriculum:</p> <ul style="list-style-type: none"> - Identifies how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> - Begins to use familiar non-fiction features independently to navigate through a text - Identifies some basic features of organisation at sentence/text level 	<ul style="list-style-type: none"> - Identifies basic features of organisation at sentence/text level - Identifies some structural choices with simple comment given 	<ul style="list-style-type: none"> - Discusses features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness) 	<ul style="list-style-type: none"> - Discusses and evaluates a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved - Some detailed exploration about how structural choices support the writer's purpose or theme
<p>Reading Domain (Questions):</p> <ul style="list-style-type: none"> - Identify and explain how information/narrative content is related and contributes to meaning as a whole (2f) <p>Examples of children's responses:</p>	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/ table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italic? - How does the layout of the page/chapter/book help you to find information easily/quickly? - Where does it tell you...? - How could someone find out about...? - How is the layout of the book similar/different to...? - Why does the author use sub-heading? - Why do you think some of the text is printed in dark? - How has the author organised their ideas? - In what ways do the illustrations support the...? <p>- When asked to locate a specific piece of information, the child uses headings/sub-headings to help them locate it.</p> <p>- The child can identify written instructions by commenting on presentational devices such as numbered lists.</p> <p>- The child can identify a set of school rules by commenting on the language used, e.g. commands/imperative verbs.</p>	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/ table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italic? - What impact does the author's use of short, punchy sentences have on the reader? - Where does it tell you...? - How could someone find out about...? - How has the author organised their ideas? - How has the author structured the text? Why? - Why did the author choose to start a new paragraph at this point? - In what ways do the illustrations support the...? <p>- The child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries.</p> <p>- The child can find examples of how some characters own dramatically and other characters and on a di-hancer.</p> <p>- The author uses bold text to show that the character is probably really angry and possibly shouting.</p>	<ul style="list-style-type: none"> - Why do you think the author chose to use questions/ bullet points/sub-headings/ table to present this information? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - How does the author use dialogue to move the action on? - Which text-type is this piece of writing? How do you know? - Which sub-headings could you give to each of these sections? - In what ways do the illustrations support the...? - Who do you think this information is for? <p>- In a short non-fiction text, the child can explain what is successful and make some suggestions about how the layout could possibly be improved.</p> <p>- The child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading.</p> <p>- The author uses speech to reveal the character's feelings and to prepare us for the decision he is likely to make next.</p>	<ul style="list-style-type: none"> - How could this text/information be improved? - Why do you think the author chose to use questions/ bullet points/sub-headings/ table to present this information? - How has the author been successful in the planned purpose of the text? (Consider layout/language) - How does the author build up your understanding of the key theme/s? - Why did the author choose to start a new paragraph at this point? - In what ways do the illustrations support the...? - Who do you think this information is for? <p>- The child can explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator's point of view.</p> <p>- The child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these contribute to the impact on the reader in each text.</p> <p>- The author uses figures and then personal accounts to reveal the dreadful impact of the Holocaust on the Jewish community.</p>
<p>National Curriculum:</p> <ul style="list-style-type: none"> - Discusses words and phrases that capture the reader's interest and imagination (Yr.3/4) - Discusses and evaluates how author's use language, including figurative language, considering the impact on the reader (Yr.5/6) <p>Reading Domain (Questions):</p> <ul style="list-style-type: none"> - Identify and explain how meaning is enhanced through choice of words and phrases (2g) <p>Examples of children's responses:</p>	<ul style="list-style-type: none"> - Recognises interesting vocabulary within a text and explains why this is effective - Explains, in simple terms, the effect the word has on the reader <p>- Find 2 or 3 things that the author tells you about...</p> <p>- What does this word/phrases/sentence tell you about the character/setting/mood?</p> <p>- What other words or phrases could the author have used to...?</p> <p>- Which words do you think are most effective in...? Why?</p> <p>- How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.?</p> <p>- How has the author made you, as the reader, feel...?</p> <p>- How does the description of the character tell you about how they are feeling?</p> <p>- How does the author get you interested in the story?</p> <p>- Why did the author choose the word XYZ in this sentence?</p> <p>- How does the author make the story more interesting? Explain.</p> <p>- Which words help the reader to...?</p> <p>- The child can discuss interesting words, e.g. 'terrifying' and, in answer to the question: 'Why is this a better choice than 'scary'?' can explain that 'terrifying' sounds scarier.</p> <p>- The child can point out an interesting word, e.g. 'delighted' and explain that this is a good choice because it sounds even happier than just saying 'happy'.</p> <p>- 'The author makes me feel nervous because she asks questions like: 'What could be in the box?' 'Should the box be opened?'</p> <p>- 'The author makes the character seem frustrated because he uses words like 'removed' and 'irritated'.'</p>	<ul style="list-style-type: none"> - Discusses words and phrases from a text they have read and explains how they capture the reader's interest and imagination <p>- Find 2 or 3 things that the author tells you about...</p> <p>- What does this word/phrases/sentence tell you about the character/setting/mood?</p> <p>- What other words or phrases could the author have used to...?</p> <p>- Which words do you think are most effective in...? Why?</p> <p>- How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.?</p> <p>- How has the author made you, as the reader, feel...?</p> <p>- Why do you think the author chose to use the words...?</p> <p>- As a reader, how do you feel about...? How did the author create this feeling?</p> <p>- How has the author made this part of the story scary/mysterious/dramatic? Explain.</p> <p>- Why has the author used short sentences here?</p> <p>- How do they feel reading this text? How has the author made you feel this way?</p> <p>- What impact does the phrase... have on the reader?</p> <p>- The child can discuss the phrase 'fearome fightens' in a book about the Celts and explain, when prompted, that this is an effective choice because it makes you think that the Celts were powerful and dangerous.</p> <p>- The child can pick out the phrase 'a storm in his star' from a passage of text and explain that it is a good phrase because it makes it sound as if the character was going along happily.</p> <p>- 'The author could have used the word 'baffled' instead of 'confused'.'</p>	<ul style="list-style-type: none"> - Discusses how authors use language, including figurative language, considering the impact upon the reader <p>- Find 2 or 3 things that the author tells you about...</p> <p>- What does this word/phrases/sentence tell you about the character/setting/mood?</p> <p>- What other words or phrases could the author have used to...?</p> <p>- Which words do you think are most effective in...? Why?</p> <p>- How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.?</p> <p>- How has the author made you, as the reader, feel...?</p> <p>- Which figurative devices has the author used? Why?</p> <p>- How does the simile/metaphor/personification help you to understand? Why is it effective?</p> <p>- How does the phrase... help to make the description of the character/setting effective?</p> <p>- How does the author create a feeling of suspense?</p> <p>- Which words/phrases had most impact on you as a reader? Why?</p> <p>- How does the author's vocabulary choice/sentence structures make you want to keep on reading?</p> <p>- What impact does the phrase... have on the reader?</p> <p>- When prompted, the child can identify that 'The dragon's breath was as hot as lava' is a good 'simile' because it helps the reader imagine how hot the dragon's breath was.</p> <p>- The child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen.</p> <p>- The child can notice that a particular character uses a lot of slang words, and explain how that affects readers to that character.</p> <p>- The child notes how technical language in a non-fiction text helps to give a formal feel to the text.</p> <p>- 'The phrase "down-trodden" makes you feel sorry for the character because it sounds like he's stepped on by others.'</p>	<ul style="list-style-type: none"> - Discusses and, with some support, evaluates how authors use some common types of literary (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader <p>- What does this word/phrases/sentence tell you about the character/setting/mood?</p> <p>- How does the author's use of vocabulary / sentence construction help to create a specific mood/atmosphere?</p> <p>- What other words or phrases could the author have used to...?</p> <p>- Which words do you think are most effective in...? Why?</p> <p>- How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.?</p> <p>- How has the author made you, as the reader, feel...?</p> <p>- How does the simile/metaphor/personification help you to understand? Why is it effective?</p> <p>- How does the phrase... help to make the description of the character/setting effective?</p> <p>- How does the author use imagery to create mood?</p> <p>- Does the author present information in the most effective way? Why/why not?</p> <p>- How else could the author have presented this information? Why might it be better/worse in this way? Explain.</p> <p>- The child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text.</p> <p>- In response to directed questions, the child can identify that a poem about the summer and the writer could be an analogy for two people with very different personalities.</p> <p>- When asked how a poet has helped the reader to picture a scene, the child can identify examples of figurative language and analogy and explain how these affect the reader.</p> <p>- How else could the author have presented the information? Why might it be better/worse in this way? Explain.</p> <p>- The child can create an understanding of the power of words by using personification to talk about how they 'behave' in a violent manner.</p>