



Kibworth CE Primary School

Let Your Light Shine

Matthew 5:16

Reading

Subject Policy

This policy was approved as follows:

Adopted by:	J Cornish	Date:	September 2022
Review Date:	September 2025	Review frequency:	3 yearly

Rationale



Kibworth CE
Primary School

Let Your Light Shine

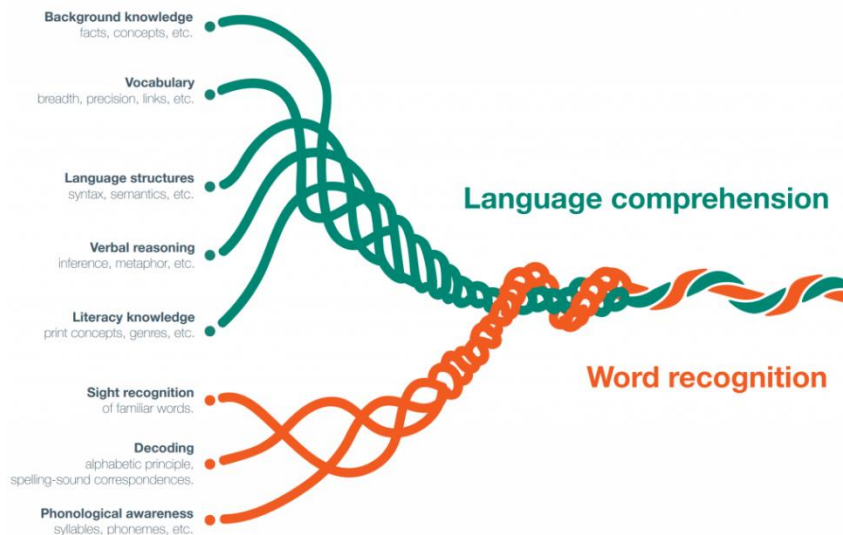


Head Teacher: Mrs Gilly Paterson

The Importance of Reading

At Kibworth, we believe that reading is at the heart of everything we do and is an essential life skill that provides access to a wealth of opportunities and opens the door to a rich and broad curriculum. It is vital that children acquire good reading skills in order to access the information that will support their learning in all areas. We achieve this through the high-quality teaching of reading to secure fluency and a good level of comprehension. This, underpinned by a culture that promotes a love of reading, ensures that our children become articulate and literate individuals who have a positive attitude towards reading.

At Kibworth, we aim to meet the expectations of 'Scarborough's Reading Rope' which shows how the key strands of language comprehension and word recognition weave together to develop competent readers.



Intent

Our intent at Kibworth CE Primary School is to ensure our pupils are **fluent and effective readers** who have a rich vocabulary and enjoy reading for pleasure. We aim:

- To instil a love of reading in children that lasts a lifetime to develop 'lifelong readers'.
- To develop children's confidence, fluency and independence to read for different purposes.
- To develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.



Let your light shine in reading

Through the teaching of reading at Kibworth Primary school, we aim to ensure the children are equipped to deal with the demands of the 21st century and become lifelong learners.

- For children to be exposed to a wide variety of high-quality texts through independent reading and story time
- Children will become skilled readers through developing a love of reading.
- Children's engagement in reading at home will be celebrated through a weekly reading raffle.

Implementation

Teaching of reading

The school identify that children must *learn to read* before they can *read to learn*. Appropriate teaching strategies are employed through the three areas of reading development:

- Early reading and phonics
- Fluency
- Comprehension

Early reading and phonics (Learning to read)

The Rose Report (2006) emphasises high quality phonics as a fundamental part of the decoding skills required by children when learning to read.

At Kibworth, we have a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, Key Stage One and on into Key Stage Two for children who still need further support.

The scheme we use is Little Wandle Letters and sounds revised. There are seven features of effective phonics practice:

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

Secure, systematic progression in phonics learning

It is essential for progression in phonics learning to cover:

- all the phonemes of English words
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs)



- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words.

Maintaining pace of learning

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to reading to learn, giving them access to the treasure house of reading. Their progress must include reaching national standards by the required times, for example in the Phonics screening check. This means they should successfully cover the full phonic progression over the timespan of the school's programme so the pace of learning needs to reflect this. However, this needs to be balanced by our understanding (backed by recent research) that children do not cope well if they have to learn too many new things at the same time. Pace of learning is therefore also about spacing out new learning to avoid overload, and to allow time for repetition and consolidation, so that learning becomes fully embedded in long-term memory. Optimum pacing is a balance between these two considerations.

The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words. This means that phonics knowledge needs to be embedded in long-term memory so that its application becomes automatic. Repeated, spaced practice is by far the most effective way of transferring knowledge from short- to long-term memory. Effective phonics teaching offers repeated practice at the point of learning and returns to practise the same elements again at intervals over an extended period. Practice makes permanent.

Application of phonics using matched decodable books

To be effective, it is essential that decodable books:

- are exactly matched to the phonics progression of the programme used
- present only words made up of GPCs learned to that point
- include tricky words only as they are introduced in the programme
- are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These: are taught by a fully trained adult to small groups of approximately six children use books matched to the children's secure phonic knowledge. are monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

decoding

prosody: teaching children to read with understanding and expression

comprehension: teaching children to understand the text.

Reading for pleasure:

Sharing stories is a crucial and fundamental part of children's early reading development. Teachers in EYFS, Year 1 and 2 are passionate and enthusiastic at sharing a variety of stories



with children. Daily story times are timetabled in and teachers really know the importance of this.

Reading passport books are sent home in KS1 end of September for children to enjoy and share at home every two weeks. EYFS start their reading passport books after Christmas.

i) Fluency

Once children have gained a secure phonetical knowledge, they need to become fluent readers. This means children must be able to recognise words automatically in order to use appropriate expression and intonation and read at a natural pace.

Throughout the school, children's fluency is developed through a range of teaching strategies. Some examples are:

- Fluency triangles
- Echo reading
- Emphasis sentences
- Speed reading

A barrier to children's fluency can be their recognition and understanding of vocabulary. Tier 2 vocabulary is essential for accessing texts from the across the curriculum. Therefore, tier 2 words are taught explicitly in order to develop sight recognition and understanding.

ii) Comprehension

EYFS

Comprehension begins in Foundation Stage, where children are asked to predict; identify key parts of stories; and discuss their thoughts on books. Extended questioning through their play also enables them to develop a wider understanding of the world.

ELG

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.



KS1 and KS2

Alongside their developing fluency, children then need to build an understanding of what they have read. In KS1 and KS2, comprehension skills are discretely taught in guided reading sessions through the use of the different content domains for reading. We use a range of child friendly characters to represent each domain:

KS1

- Literal Retrieval (Investigator)
- Summarise (Spotter)
- Inference and Prediction (Clue Finder)
- Word meaning and choice (Word Detective)

KS2

- Literal Retrieval and Summary (Spotter)
- Inference and Prediction (Clue Finder)
- Word meaning and choice (Word Detective)
- Comparison within text (Explorer)
- How content contributes to meaning as a whole (Thinker - Year 4, 5 and 6 only)

iii) Guided Reading Structures

In EYFS and Year 1 children have x3 Little Wandle reading sessions matched to their progression in phonics. In these sessions the children focus on decoding, prosody and comprehension.

In Year 2 reading sessions focus on teaching the specific reading skills by introducing our reading characters. Children develop their independence and confidence in answering a range of questions linked to the content domains throughout Year 2.

Key Stage 2

The explicit teaching of reading occurs 4 times a week for 30 minutes in Key Stage 2. During this time, children are taught specific reading skills based on our reading characters. 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 progression of questioning file (appendix 2) to ensure questioning is developed year on year.

The explicit teaching of reading takes place either whole class. Smaller, guided groups or interventions may be implemented depending on the needs of the cohort. High quality reading materials are essential in providing the opportunities to not only develop phonics, fluency and comprehension but also to engage children and develop a culture of 'Reading For Pleasure'.



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 1	Little Wandle reading practice - Decoding Phonics	Little Wandle reading practice - Prosody Phonics	Little Wandle reading practice - Comprehension Phonics	Phonics	Phonics
Year 2 Little wandle phonics group x4 times a week for target children	Whole class guided reading Fluency	Whole class guided reading Retrieval Comprehension	Whole class guided reading Vocab Retrieval Comprehension		
KS2	Vocabulary	Fluency	<i>Guided practice</i>	<i>Guided practice/peer practice</i>	Independent practice
	This lesson will focus on pre-teaching children vocabulary from the text; teaching tier 2 words and strategies to identify the meaning of unknown words in context.	This lesson will focus on teaching children how to read for fluently for meaning not mechanics. Children will practice fluency using a range of strategies e.g. echo reading. It will have a focus of reading for speed; pronoun tracking; thinking a text aloud; punctuation and emphasis of words on meaning.	These lessons will focus on one of our reading characters (content domains). Teachers will model explicitly how to answer questions and children will try this independently. Later in the year, there may be multiple content domains focussed on.	This lesson will focus on children's independent application of the skills that have been taught during guided practice. Teachers will use the assessments gained to inform future planning.	
Class books will be shared and enjoyed at least 3 times a week.					

*n.b. Lesson 4 happens in year groups where the timetable allows for 5 lessons of reading.



iv) Reading materials

Reading has a high status at Kibworth and as such, the school seeks to provide high-quality, up-to-date resources for teaching reading. It provides:

- Little Wandle phonics books that are matched to children's phonics learning.
- A set of "free readers" books for children who have acquired the expected decoding skills for their age group.
- Reading passport books to widen children's access to different authors and genres.
- The library homes a plethora of high-quality texts which are used for teaching as well as reading for pleasure for all pupils.

Links with other curriculum areas - Knowledge and Skills:

Where appropriate links with other curriculum areas will be made explicit during teaching. Class texts are often linked to the topic the children are immersed in each half term. This gives children the opportunity to make links between the subjects within their topic unit and used this knowledge to inform and enhance their writing. Reading skills are also practiced across the wider curriculum, for example, literal retrieval skills may be applied in lessons where gathering research is the intention.

Links with other cross curricular areas - spirituality, PSHE, citizenship, multi-cultural, British Values:

- Our programme of English education aims to develop skills and attributes such as self-esteem, resilience, risk management, critical thinking, tolerance of others and teamwork.
- The stimuli and contexts used for the teaching of reading and writing will include; texts set in other countries/cultures; issues which promote becoming global citizens; stories with morals; texts which promote British values.
- Pupils will have the chance to explore this during lesson (English and other foundation subjects) and then express their views through the spoken or written language; applying written skills they have learnt.

Inclusion: Provision for more able, SEND, EAL etc:

If a child has a special educational need, teaching and learning will be altered to meet their individual needs as best as possible. They may be given extra time, alternative resources or additional support with a teacher or learning Support/Teaching Assistant to address their specific needs and to support and develop their knowledge and skills accordingly. For children working significantly below the age-related expectations, teachers will use PIVATs to plan accordingly.

Where children excel in reading, they will be given further opportunities to broaden and deepen their understanding and to apply higher order thinking through carefully planned tasks.



Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the reading curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

Reading for pleasure

At Kibworth, we believe that active encouragement of reading for pleasure is a core part of every child's education entitlement whatever their background or attainment. We promote reading for pleasure and ensure that we include a range of books within the curriculum. We aim to establish each child as a lifelong reader.

i) 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. In Upper Key Stage 2, children are given more accountability for their reading and complete their reading diaries by recording what they have learnt.

Children will bring home a banded library book appropriate to their reading level. In Key Stage 2, they may also have a reading passport book to bring home.

In Key Stage 1, children's school books will be changed weekly after reading with an adult. In Key Stage 2, children change their books when as and when appropriate for them and will be listened to reading by an adult at least once monthly. Once a book has been changed, an adult will hear them read it to check it is appropriate and offer advice if it is not.

ii) Reading raffle

Every Monday, a reading raffle is held in worship for the chance to win a £5 book voucher. Children earn a raffle ticket if they have read at home at least four times in a week.

iii) Reading environment

Our reading environment encourages children to develop a love of reading. Children can spend time reading in the reading shack, the library or their classroom's reading corner.

iv) Whole class story time

Across the school, classes engage with story time at least 3 times a week. 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.

v) Reading passports



In Key Stage 2, each year group has a set of 10 books which have been chosen by teachers based on their themes and genres. Children are challenged to read these 10 books over the course of the year to collect 'stamps' for their passport. They can read them independently or read them with an adult at home.

vi) Reading newsletter

A reading newsletter is sent out on a monthly basis to celebrate reading. It includes an author of the month with a personal message and recommended reads for each phase of learning.

vii) Author and illustrator engagement

Each year, we engage in as many author and illustrator events as we can. Where possible, we invite authors into the school to talk to the children. In addition, we participate in many online events with authors and illustrators to help engage children in reading. Our connections with the local book store enables us to provide these opportunities for our children.

IMPACT

Reading assessment

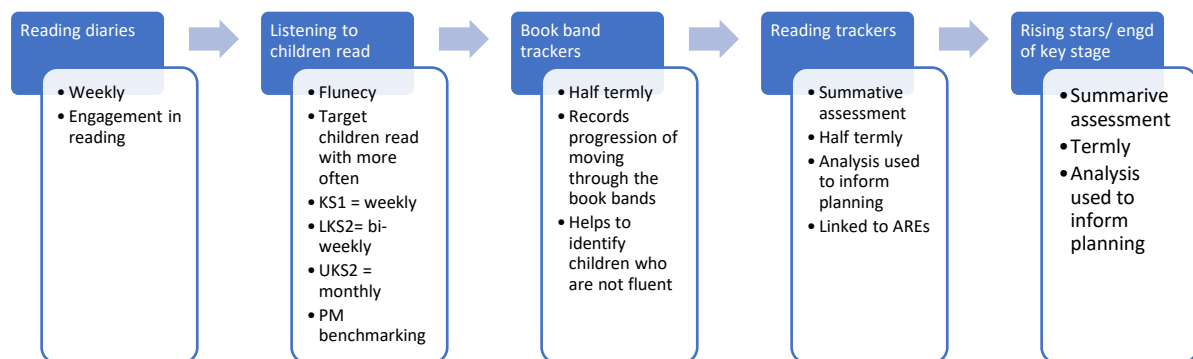


Figure 1: Assessment of reading at Kibworth

i) Summative assessment

During the assessment cycle, Rising Stars and past SATs reading comprehension tests are conducted in Y1-6. Overall, termly judgements will be informed by test scores, along with teacher assessment and a wider range of evidence.

Reading moderation takes place across the year and with SLT termly to ensure judgments are in line with National expectations and consistent across the school. Year groups will moderate more regularly within year groups.

Individual trackers will be completed by the class teacher, recording which children are working towards age related expectations and those working above. These assessments will be made half termly. This information can then be relayed to the next year group during handover.

Teachers will also submit a termly half termly 'best fit' judgement to the assessment leader. These are used in professional discussion during pupil progress meeting to identify any pupils or groups of pupils who may need to receive targeted support in the following half term. Best fit judgements are then submitted the Trust termly.

Individual progress is also reported back to parents on a termly basis, either through parents' evenings or a written report.

ii) Phonics assessment

EYFS and KS1 use the Little Wandle phonic assessments each half term to track each child's progress. These are then put onto the Little Wandle assessment tracker and children are closely tracked.

Parental engagement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Kibworth, we strive to develop and encourage a strong partnership between home and school.

- Reading books are sent home regularly for children to share with parents.
- The weekly reading raffle is used to encourage children and parents to share books and reading diaries at home at least 5 times a week.
- Reading raffle winners published in weekly newsletter.
- Reading mentioned regularly in weekly newsletter.
- Our school website provides current information on reading at Kibworth.
- Reading expectations are provided online and at parents' evenings.
- Reading discussed in depth at parents' evening and recommended reads available for parents to take home.



- A monthly reading newsletter is shared with parents to provide recommended reads, messages from authors and top tips for parents and children.



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Head Teacher: Mrs Gilly Paterson

Appendix 1 – Key phonics terminology explained

What do all the technical words mean?

What is a phoneme?

It is the smallest unit of sound and a piece of terminology that children like to use and should be taught. At first it will equate with a letter sound but later on will include the digraphs. For example 'rain' has three phonemes, / r / ai / n.

What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. E.g. /ee/, /ea/, /ey/ all make the same phoneme but are spelt differently.

What is a digraph/trigraph (special friends)?

This is when two or three letters come together to make a phoneme. /oa/ makes the sound in boat. The children learn these as special friends.

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t/ becomes cat.

To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is imperative.

Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound.



Appendix 2 - Progression of questioning



Word Detective- Word meaning



Draw on knowledge of vocabulary to understand texts

Give/explain the meaning of words in context.

1	2	3	4	5 & 6
<p>Can you find a word that means...</p> <p>What does the word _____ mean?</p> <p>How does the word Make you feel?</p> <p>Which words show us that is happy/sad/angry etc.?</p>	<p>Can you find a word that means...</p> <p>What does the word _____ mean?</p> <p>Find and copy a word which means</p> <p>What other words could the author have used instead of....?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>What words has the author used to show you how the character is feeling?</p>	<p>What does the word _____ mean?</p> <p>Find and copy a word which means</p> <p>What other words could the author have used instead of....?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>What words has the author used to show you how the character is feeling?</p> <p>Find and copy a word which means</p> <p>Which word is closest in meaning to?</p> <p>What other words could the author have used to describe?</p> <p>Which word shows you that ...? Can you find a synonym for the word?</p>	<p>Find and copy a word which means</p> <p>Which word is closest in meaning to?</p> <p>What other words could the author have used to describe?</p> <p>Which word shows you that ...? Can you find a synonym for the word?</p> <p>Find and copy a phrase which shows...</p> <p>What does the word/ phrase tell you about?</p> <p>Find and copy two different words which show that</p>	<p>Find and copy a word which means</p> <p>Find and copy a phrase which shows...</p> <p>Which word is closest in meaning to?</p> <p>What does the word/ phrase tell you about?</p> <p>Find and copy two different words which show that</p> <p>The writer uses words like to describe What does this tell you about a character or setting?</p> <p>Highlight a key phrase or line. By using this word, what effect has the author created?</p> <p>The writer uses words like ... to describe What does this tell you about a character or setting?</p>



Clue Finder- Inference



Make inferences from the text

make inferences from the text / explain and justify inferences with evidence from the text

1	2	3	4	5 & 6
<ul style="list-style-type: none"> Why did...? What did? Why? How did? Why? What is your favourite part of the story and why? What was your favourite part of this book? Can you find a page in the story/a part of the poem that you didn't like? Using role play, can you act out what you think might happen? Can you choose a character from the story who interests you, and say why? What made you choose this book? What sort of book is this, and how can you tell? 	<ul style="list-style-type: none"> How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this? Based on the cover/this chapter/section, what do you think the book/next section will be about? Why did (a character) behave in this way? Can you choose a character from the story that interests you and say why? 	<ul style="list-style-type: none"> How did the characters' feelings change? How did...? How are the experiences of these two characters similar? Who would you like to meet in the story and why? What evidence is there that...? Why did...? What impression do you get of the feelings of this character from the text? What does the word...imply about...? Based on evidence from the text, what would you buy / do / see / ask? Why did he feel...? What might this character have been thinking? What questions would you ask your favourite character? Why did...? What does this quotation suggest about...? What does... think? What ideas are we given about...? What words tell us...? What is this character's attitude towards...? What do you think is going to happen next? How did...react? 	<ul style="list-style-type: none"> Which words give you the impression that ...? What makes you think that? How do you feel about...? How do you feel about...? Can you explain why...? If... happened, what might the ending have been? How was this story similar to...? What do you see as possible other outcomes? Can you explain what must have happened when...? What were the motives behind...? What was the problem with...? What assumptions have you made and why? What evidence do you have? Justify your answer. Clarify your reasoning How can you tell that ...? What impressions of do you get from these two paragraphs? Why did happen? What did have to do? Look at the place in the text (paragraph). How do you know that? What evidence is there of/that Give two points. Explain what [a phrase/clause with challenging vocabulary] suggests about In what ways might X character be perceived 'appeal to readers'? Explain fully, referring to the text in your answer. According to the text, how did X happen? 	





Clue Finder- Prediction



Predict what might happen on the basis of what has been read so far

predict what might happen from details stated and implied

1	2	3	4	5 & 6
<p>What will happen next? How do you think that the story will end? What is Going to do? What do you think will happen to</p>	<ul style="list-style-type: none"> What do you think this story is going to be about? Where do you think this poem/story is set? What makes you think that? What is happening? What do you think might have happened before? What do you think might happen next? 	<ul style="list-style-type: none"> Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you <u>come up with</u> this idea? What do you think will happen to the goodie/baddie/main character? Why do you think this? What will happen next? Why do you think this? Are there any clues in the text? Which stories have openings 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 character X like someone you know? Do you think they will react in the same way? Based on what you have read, what does the last paragraph suggest might happen next? 		<ul style="list-style-type: none"> Do you think that will happen? Tick one – yes, no, maybe. Explain your choice fully, using evidence from the text. Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? Which other author handles time in this way; e.g. flashbacks; dreams? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? Will that influence how the story develops?



Spotter-Finding



identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

retrieve and record information / identify key details from fiction and non-fiction

1	2	3	4	5 & 6
<ul style="list-style-type: none"> How did.....? How often...? How many ...? Who had ...? Who is/was ...? What happened to...? What does...? What could.....? What did...? What was...? What had.....? What are.....? 	<ul style="list-style-type: none"> How did.....? How often...? How many ...? Who had ...? Who is/was ...? What happened to...? What does...? What could.....? What did...? What was...? What had.....? What are.....? What might....? Where does the story take place? When did the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What might mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What evidence do you have to justify your opinion? 	<ul style="list-style-type: none"> Where/when does the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Which part of the story best describes the setting? How do the title/contents page/chapter headings/glossary/index... help me find information in this book? Where does the story take place? When did the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What might mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What evidence do you have to justify your opinion? 		<ul style="list-style-type: none"> Where/when does the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Which part of the story best describes the setting? Which part of the text should I use to find...? Why has the author <u>organised</u> the information like this? Write down three things you are told about..... What was revealed at place in the story? Which statements are true and false (in a table)? Give two reasons why [include an abstract noun e.g. <i>Mauritius was a paradise</i>]. How would you describe this story/text etc? (E.g. is it a traditional tale?) How do you know this is a ...? (E.g. recount/explanation) Do all recounts/explanations/stories have...? What type of text is this paragraph/page? Give two features of the text that support this purpose. What would be another good title for the story/poem/recount? What do other people say about the character? Find two/three facts/reasons for Match the events.... Tick true or false for the following statements. The story is told from the perspective of.....?





Spotter- Summary



identify and explain the sequence of events in texts

summarise main ideas from more than one paragraph

Years 2 & 3	Years 4 - 6
<ul style="list-style-type: none"> • What happens first in the story? • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story? • How does the hero save the day in the story? 	<ul style="list-style-type: none"> • How are the beginning and ending similar? • Why is this order of events significant? • What happened after ...? • When does...? • What was doing when ...? What did do, after ... did....? Put the sentences in the order that events happened. • Draw a timeline of events. Number the sentences to show the order they happen in the story. • What is the main message of the? • Using information from the text, tick one box in each row to show whether each statement is true or false. • Can you summarise the story in ... words? • Sort the information in these paragraphs. Do any of them deal with the same information? • Which is the most important information in these paragraphs? • What has happened so far? What is the main idea?



Word Detective- Word choice



Identify/explain how the meaning is enhanced through the choices of words and phrases.

4	5 & 6
<ul style="list-style-type: none"> • Which words do you think are most important? Why? • Which words do you like the best? Why? • The writer uses words like ... to describe What does this tell you about a character or setting? • What does the word 'x' tell you about 'y'? • Find two or three ways that the writer tells you 'x'. • Highlight a key word. By writing a word in this way what effect has the author created? • In the story, 'x' is mentioned a lot. Why? 	<ul style="list-style-type: none"> • What does the word 'x' tell you about 'y'? • Find two or three ways that the writer tells you 'x'. • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like ... to describe ... What does this tell you about a character or setting? • What other words/phrases could the author have used? • The writer uses ...words/phrases...to describe ... How does this make you feel? • How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? • Has the writer been successful in their purpose or use of language? • What do you think the writer meant by... 'x'? • Which words do you think are most important? Why? • Which words do you like the best? Why? • The author makes an action/description 'like' something else. Why? • The author states that 'x' is something it isn't. What is the effect of this? Why have they done this? • [provide a group of words from the text] Give two impressions this gives you of [then provide a synonym for the subject in the group of words]





Explorer



make comparisons
within the text

Years 4,5 & 6

- Describe different characters' reactions to the same event in a story.
- How is it *similar to* ...?
- How is it different to...?
- Is it as good as Why?
- Which is better and why?
- Compare and contrast different characters/settings/ themes in the text?
- What do you think about the way that information is organised in different parts of the text? Is there a reason for why this has been done?
- Draw lines to match each part of the story to the correct quotation from the text
- Which was the most exciting part of the story? Which was the least exciting part? How are they different?
- How does (character)'s mood change? Explain why.



Thinker



identify / explain how information / narrative
content is related and contributes to meaning as a
whole

4

- Why do you think the author chose to use a question/bullet point/ subheading/ table *etc.* to present the information?
- What do you think that this information is for?
- Draw lines to match each part of the story to the correct quotation from the text
- Why is the text arranged in this way?
- How does beginning this passage with a question make the reader want to read on?
- Why is the text arranged in this way?
- Why is there an exclamation mark/question mark/colon/bullet point ...?
- What is the purpose of the writing in the boxes/bold type/italic type?
- Is the use of direct speech here effective? Why/why not?
- How have the different parts of the text been made clear?
- What is the heading/sub heading for? Why are there lines to the picture/photograph?
- How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message? How many paragraphs? What connectives?
- Why is there a contents page/index/glossary?
- The mood of the characters changes throughout the extract. Find and copy the group of words that show where (character)'s mood changes.

5 & 6

- Why do you think the author chose to use a question/bullet point/ subheading/ table *etc.* to present the information?
- Where does it tell you that ...?
- What do you think that this information is for?
- Draw lines to match each part of the story to the correct quotation from the text
- Why is the text arranged in this way?
- How does beginning this passage with a question make the reader want to read on?
- How does the form of this poem suit the ideas it expresses?
- Why has the writer used these repetitive structures? How does the final paragraph link back to the beginning?
- What is the purpose of the writing in the boxes/bold type/italic type?
- Is the use of direct speech here effective? Why/why not?
- How have the different parts of the text been made clear?
- What is the heading/sub heading for? Why are there lines to the picture/photograph?
- How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message? How many paragraphs? What connectives?
- How are the topic sentences used?
- Why is there a contents page/index/glossary?
- Where does the writer give another point of view?
- How does s/he signal that s/he is going to do this?
- The mood of the characters changes throughout the extract. Find and copy the group of words that show where (character)'s mood changes.

