



Langley Mill Academy

English Reading: Progression of Conceptual Knowledge



Reference	Content Domains for the National Curriculum
KS1/2A	Explain the meaning of words in context
KS1/2B	Retrieve and record information and identify key details from fiction/non-fiction
KS1/2C	Summarise main ideas from more than one paragraph
KS1/2D	Make inferences from the text. Justify inferences from evidence from the text
KS1/2E	Predict what might happen from details stated and implied
KS1/2F	Identify and explain how information/narrative content is related and contributes to meaning as a whole
KS2G	Identify and explain how meaning is enhanced through choice of words and phrases
KS2H	Make comparisons within and between texts

Reading Knowledge Progression: Children know how to...

Ref.	F2	Y1	Y2	Y3	Y4	Y5	Y6
KS1/2A	Show an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.	With some support, show an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.	Find a word in a sentence/page that has the same meaning as a given word or simple phrase.	Use text before and after the unknown word to make a sensible guess about its meaning Use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use knowledge of how a dictionary is structured to find out the meaning of new words	Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use a dictionary to check the meaning of new vocabulary	Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else	Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)
KS1/2B	Retrieve information from pictures in a book, in response to a simple question. Say something about who was in a story, what	Answer simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read).	Understand simple cause and effect in texts, where the link is clearly stated or suggested. Explain why a character thinks/feels/behaves in a specific way (based on an event within the text).	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	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, identifying key ideas and, with support, record and present it. Select and sort information from a range of sources and,	Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose.

	happened and/or where it took place.	Identify and link two significant events in a story they have read.		find answers to questions.		with minimal support, record this information.	Start to select information independently from more than one source and summarise it (in note form).
KS1/2 C	Remembers 2 or 3 events from a familiar story (in the correct order).	Retell familiar stories, in the correct order, from those they have heard (or read). Retell the key points of a shared story.	Retells the key events, in the correct sequence, from the story they are reading.	Explain the main idea from the paragraphs just read	Identify the main ideas and key events from across a range of paragraphs	Summarise the main ideas and themes explored within the wider text Identify at least one key detail which supports their thinking	Summarise the main ideas and themes explored across the whole text Identify key details which support their thinking / viewpoint.
KS1/2 D	Suggest how the story might end. Make a simple prediction about what might happen next in a book that they are reading (or has been read to them).	Make simple inferences based on things said or done (especially about a character's motivation for their behaviour), including 'How...?' and 'Why...?' questions.	Make simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions.	Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	Make inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
KS1/2 E	Give a simple opinion about whether they liked the book/story or not, giving a simple reason why.	Make a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.	Make a simple and sensible prediction of what might happen next based on what is stated. When prompted, justify the prediction based on what has already happened within the story.	Make a simple and sensible prediction of what might happen next based on what is stated When prompted, justify the prediction based on what has happened so far	Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction	Make a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction	Predict what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text
KS1/2 F		With some prompting, recall some interesting words/phrases from the book/story, stating their reason/s why.	Identify specific words or phrases (e.g. alliteration) that are interesting, explaining their opinions for their choice/s.	Begin to use familiar non-fiction features independently to navigate through a text Identify some basic features of organisation at sentence/text level	Identify basic features of organisation at sentence/text level Identify some structural choices with simple comment given	Discuss 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)	Discuss and evaluate a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved. Suggest through detailed exploration about how structural choices support the

							writer's purpose or theme.
KS2 G				Recognise interesting vocabulary within a text and explains why this is effective Explain, in simple terms, the effect the word has on the reader	Discuss words and phrases from a text and explain how they capture the reader's interest and imagination	Know how authors use language, including figurative language, considering the impact upon the reader	Discuss and, with some support, evaluate how authors use some common types of literary (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader
KS2 H				Identify themes and conventions in a wide range of books	Identify themes and conventions in a wide range of books.	Identify/discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books	Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books and themes.



Langley Mill Academy: Word Reading Overview and End Points

Word Reading – Knowledge and Understanding



	FS1	Reception (FS2)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Word reading	To know that print can be conveyed in different forms (signs, symbols, environmental print, digital screens, posters, books etc.) To understand and recognise rhyme and/or alliteration. To recognise rhythm in words, songs, poems, rhymes and stories. To hear and say the initial sounds in words. To hear and say the sounds in words in the order they occur. (cvc, fred talk) To know the key features of print and texts – left to right, top to bottom,	To know the sounds associated to letters/phoneme/graphemes To segment the sounds in simple words and blend them together to hear the word. To segment and blend the sounds in words to read the word – using phoneme/grapheme. To read some high frequency words/common exception words. To read simple phrases, sentences and texts made up with known letter-sound correspondences and some common exception words.	To apply phonic knowledge and skills as the route to decode words – including pseudo (nonsense) words. To know the graphemes for all 44+ phonemes and some alternative sounds for graphemes. To know how to blend known GPCs to read a range of decodable words (real and fake) To learn how to read common exception words – noting the unusual phoneme/spelling correspondence. To know read root words (with known GPCs) with added suffixes (s, es, ing, Ed, er, est) To learn how to break down the reading of multi-syllabic words.	To develop expertise in applying phonic knowledge to decode words with accuracy and fluency – including known GPCs and alternative sounds. To read accurately words of two or more syllables that contain the same graphemes as above To learn to read words with a range of common suffixes To learn to read an increasingly wider range of common exception words - noting the unusual phoneme/spelling correspondence. To further refine the fluency, accuracy and pace of reading by quick sight recognition of common exception	To read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non- fiction books - reading at a speed sufficient for them to focus on understanding with some support To read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound To know the full range of GPCs and use phonic skills consistently and automatically to	To read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non- fiction books – reading at speed sufficient for them to focus on understanding. To read most common exception words effortlessly – noting unusual correspondence To read most common exception words effortlessly – noting unusual correspondence between spelling and sound To know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors To determine the meaning of new words by sometimes applying knowledge of root	To fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books To determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspici	To fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books To determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence

	parts of a book, page sequencing etc. To begin to link some sounds to letter shapes.	To re-read texts to build up word reading accuracy, confidence, fluency and expression.	To learn how to read words with contractions. To learn how to read aloud decodable texts that match their growing phonic knowledge To learn how to re-read texts to develop accuracy, fluency and expression.	words and speedy decoding. To learn how to refine reading aloud – by re- rereading and showing fluency and expression	address unfamiliar or challenging words To determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect	words and their affixes eg information, invasion, enclosure, mountainous	ous, change/change able, receive/reception To know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough	
Word meanings and vocabulary	To learn the meaning and context of new vocabulary from stories and poems. To learn new vocabulary – including tier 2 vocabulary from stories, books, poems (C&L) To learn and understand vocabulary linked to key concepts from all areas of learning e.g. prepositional language, comparison language etc. (C&L)	To learn the meaning and context of new vocabulary (including tier 2) and forms of speech from stories, poems and non-fiction texts. To learn about the features of a text that influence fluency and expression e.g. speech marks, speech bubbles, exclamation marks, bold print etc. To extend their spoken vocabulary, exploring the meaning of new words (C&L)	To Learn new word meanings and connect new words to words already known. To learn how to read to check for meaning (read back and forward and self-correct)	To start noticing and talking about interesting words and/or phrases found or heard from texts. To continue to Learn an increasing range of new word meanings and connect new words to words already known.	To explain the meaning of words in context; use dictionaries to check meanings To discuss words and phrases that capture the reader's interest and imagination	To explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently To discuss and explain words and phrases that capture the reader's interest and imagination	To discuss their understanding of the meaning of words in context – finding other words which are similar	To explore finer meanings of words To show, discuss and explore their understanding of the meaning of vocabulary in context
End Point – Word Reading	Recognises familiar words, signs and symbols (own name, logos, screen icons) Spots and suggests rhymes/rhyming strings.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge and sound blending.	Match all 44 graphemes to their phonemes. (set 1, 2 and 3 sounds) Blend sounds to read unfamiliar words. Read multisyllabic words and a range of	Read words and match graphemes to phonemes for all 44+ GPCs and their alternative representations Confidently decode a range of familiar and unfamiliar,	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning	Children apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet, to include re-, sub-,	Children read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.	Children read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.

	Spots and sorts words/pictures/objects with the same initial sound. Claps or taps the syllables in a word. Continues or repeats a simple rhythm/beat. Reads texts showing awareness of directionality and page sequencing.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	root words/suffixes that contain taught GPCs. Confidently read phonetically decodable texts. Read phonetically decodable compound words. Read some words with contractions Read at least 100 high frequency and common exception words speedily. Achieve at least the minimum pass score for the PSC.	multisyllabic words plus roots words and suffixes with pace and fluency. Read a range of compound words and words with contractions. Read at least 100+ high frequency and common exception words speedily. Read age appropriate texts with accuracy, pace and fluency utilising a range of skills such as speedy decoding, high frequency words, common exception words, identifying root words/suffixes and breaking down multi-syllabic words into manageable chunks.	of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1). Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1). Children read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).		
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Key Stage 2 'Children Can' teacher reference (Y3-Y6)

Ref	Children know how to...	Children can demonstrate	Question prompts
Y3 A	Use text before and after the unknown word to make a sensible guess about its meaning Use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use knowledge of how a dictionary is structured to find out the meaning of new words	Give synonyms for given words. Predict the meaning of a word using the context of the sentence/ paragraph. When searching for a word in a dictionary, the child turns to the first letter to demonstrate knowledge of alphabetical order.	- 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 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?
Y3 B	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.	- "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 mangoes grow, the child uses a map, photo/caption 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!"	- 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? - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it 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...?
Y3 C	Explain the main idea from the paragraphs just read	- "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 egg has hatched because this shows us that the chick 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."	- 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?
Y3 D	Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	- The child can answer questions such as: 'Why did Coraline 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 misunderstood a situation, the child can answer the question: 'What did Laura think was happening?'	- 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/scary mood?

		- "I can tell that Jo is 'anxious' because she is biting her nails while her hands are shaking."	- 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 word/s give you the impression that ...?
Y3 E	Make a simple and sensible prediction of what might happen next based on what is stated When prompted, justify the prediction based on what has happened so far	- In a story in which a very scruffy pirate goes to sea on a very tidy ship, the child can predict that the pirate might become more tidy and give a reason for this prediction. - 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. - "I predict that this story will be about a child who struggles to make friends as the cover shows a girl standing separate from a small group of children."	Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - 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...?
Y3 F	Begin to use familiar non-fiction features independently to navigate through a text Identify some basic features of organisation at sentence/text level	- When asked to locate a specific piece of information, the child uses headings/sub-headings to help them locate it. - The child can identify written instructions by commenting on presentational devices such as numbered lists. - The child can identify a set of school rules by commenting on the language used, e.g. commands/imperative verbs.	- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - 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 way/s do the illustrations support the ...?
Y3 G	Recognise interesting vocabulary within a text and explains why this is effective Explain, in simple terms, the effect the word has on the reader	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. - The child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.' - "The author makes me feel nervous because she asks questions like: 'What could be in the box?' 'Should the box be opened?'" - "The author makes the character seem frustrated because he uses words like 'annoyed' and 'irritated'."	- 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 word/s or phrase/s 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 feel? - 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. - Which words help the reader to...?
Y3 H	Identify themes and conventions in a wide range of books	The child can recognise another book set in the same time/ place. The child can identify several books with the same character in. The child can identify a theme across two or more books (good versus evil, brains over brawn).	- Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Have you read another book in which an underdog saves the day?

Ref	Children know how to...	Children can demonstrate	Question prompts
Y4 A	Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use a dictionary to check the meaning of new vocabulary	When finding an unknown word, the child can find it in a dictionary with very little support. The child can use the definition to explain what the word means. Interpret and explain phrases/techniques such as similes.	- 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 find any other words within the word... that can help you with the meaning? - What does this figurative phrase (simile/metaphor/ personification) mean?
Y4 B	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.	When asked to find a piece 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 it when Sara says 'I will never do it again' because it shows how sorry she is for her mistake."	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? - 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?
Y4 C	Identify the main ideas and key events from across a range of paragraphs	- "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."	- 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?
Y4 D	Make inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	- The child can answer inferential questions, e.g. 'How do you think Isaac 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. 'It says 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.'"	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 word/s give you the impression that ...? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...

Y4 E	Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction	The child can answer predictive questions, e.g. 'How do you think Zainab 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.' - "The title 'Battle Within' suggest that this might be about someone who has lots of different and opposite emotions inside their head."	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - What do you think the main character might do next? Why? What clues has the author given? - What might happen next? What can you guess from what has/hasn't been said?
Y4 F	Identify basic features of organisation at sentence/text level Identify some structural choices with simple comment given	- 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. - The child can find examples of how some chapters open dramatically and other chapters end on a cliff-hanger. - "The author uses bold text to show that the character is probably really angry and possibly shouting."	- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - 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 way/s do the illustrations support the ...?
Y4 G	Discuss words and phrases from a text and explain how they capture the reader's interest and imagination	- The child can discuss the phrase 'fearsome fighters' 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. - The child can pick out the phrase 'a spring in his step' from a passage of text and explain that it's a good phrase because it makes it sound as if the character was going along happily. - "The author could have used the word 'baffled' instead of 'confused'."	- 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 word/s or phrase/s 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...? - Why do you think the author chose to use the word/s...? - As a reader, how do you feel about...? How did the author create this feeling? - How has the author made this part of the story scary/mysterious/adventurous? Explain. - Why has the author used short sentences here? - How do you feel after reading this text? How has the author made you feel this way? - What impact does the phrase ... have on the reader?
Y4 H	Identify themes and conventions in a wide range of books.	The child can recognise another book set in the same time/ place. The child can identify several books with the same character in. The child can identify a theme across two or more books (good versus evil, brains over brawn).	- Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Have you read another book in which an underdog saves the day? - Name 2 or more stories set in a jungle. - In the books X, Y and Z, what do the main characters have in common?

Ref	Children know how to...	Children can demonstrate	Question prompts
Y5 A	Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else	Explain how the word choice (e.g. sullen) helps us to understand the character's feelings. Give synonyms for age-related vocabulary, e.g. complex. Independently find words in a dictionary and give the definition in their own words.	What other words/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.
Y5 B	Retrieve information from fiction or non-fiction, identifying 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.	- The child can quickly find information on a history topic on the 'Egyptians' 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/present this information to others. - "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept."	- 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? - 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.
Y5 C	Summarise the main ideas and themes explored within the wider text Identify at least one key detail which supports their thinking	- "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."	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of... and why?
Y5 D	Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	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 drawers, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer. - "The word 'trudging' suggests that the soldier is struggling to walk across the muddy field." - "The word 'tranquil' tells us that the place is calm and peaceful."	- What makes you think that...? - How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what... (phrase/word) suggests about... character/setting/action? - How does the blurb build up excitement and interest? - Which words/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, effect 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 word/s give you the impression that ...?
Y5 E	Make a more detailed prediction, drawing on details (stated and/or	The child can predict how a character might behave (e.g. the man is likely to get cross at the person	Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next?

	implied) from within the text to justify the prediction	knocking on his door) from details explained elsewhere (e.g. the man likes his own company). - “Kitty’s mother is likely to be upset about her relationship because my mum got cross with me when I started playing with the wrong friends.”	- Why did the author choose this setting? How might this influence how the story develops? Explain. - How is the character like someone you know? Do you think they will react in the same way? Why/why not? - What evidence from the text makes you think...?
Y5 F	Discuss 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)	- 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. - 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. - “The author uses speech to reveal the character’s feelings and to prepare us for the decision he is likely to make next.”	- Why do you think the author chose to use questions/ bullet points/sub-headings/a 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 way/s do the illustrations support the ...? - Who do you think this information is for?
Y5 G	Know how authors use language, including figurative language, considering the impact upon the reader	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. - 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. - The child can notice that a particular character uses a lot of slang words, and explain how that affects reactions to that character. - The child notes how technical language in a non-fiction text helps to give a formal feel to the text. - “The phrase ‘down-trodden’ makes you feel sorry for the character because it sounds like he’s trampled on by others.”	- 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 word/s or phrase/s 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...? - Which figurative devices has the author used? Why? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author create a feeling of suspense? - Which words/phrases had most impact on you as a reader? Why? - How does the author’s vocabulary choices/sentence structures make you want to keep on reading? - What impact does the phrase ... have on the reader?
Y5 H	Identify/discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books	The child gives opinions about books they have read that have known similarities. The child identifies similarities and differences between texts that share settings/similar characters. The child compares each character’s reaction to the same event and empathises with their reaction.	Describe different characters' reactions to the same event in a story. How is this book similar to...? How is it different to...? Is this book as good as ...? Which book with the same setting is better? Compare and contrast different characters/settings/themes in the text.

Ref	Children know how to...	Children can demonstrate	Question prompts
Y6 A	Use knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary Use a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)	Define synonyms and provide examples. Explain idioms/phrases such as “driving me round the bend”. Use a dictionary to define words such as “fraudulent” and explain them in their own words.	What other words/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?
Y6 B	Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose. Start to select information independently from more than one source and summarise it (in note form).	- When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately 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.”	- 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 change/character realise.../action heighten? 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 ...?
Y6 C	Summarise the main ideas and themes explored across the whole text Identify key details which support their thinking / viewpoint.	“This story is primarily about the relationship between a father and son, and how important this bond is throughout life.” - “The subtitles I would give these three paragraphs are: Habitat, Diet and Behaviour.”	- 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?
Y6 D	Make clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail	- 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 so 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.	- What makes you think that...? - How can you tell that...? - Explain what... (phrase/word) 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/ anxious/ frustrated/ regretful? - 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 word/s give you the impression that ...?
Y6 E	Predict what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text	- “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.” - “I think that Bill will never trust his brother again because it says that he ‘looked at his brother in a different light’.”	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Based on what you know about the main character, how might this story develop? Why do you think this? Explain. - Based on the setting of the story, how might the character behave//think? Why do you think this? Explain. - Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking. - What evidence from the text makes you think...? - Can you predict several possible outcomes and explain your answer? - If there was a sequel to this story, what might happen? Explain.
Y6 F	Discuss and evaluate a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved. Suggest through detailed exploration about how structural choices support the writer’s purpose or theme.	- 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. - 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. - “The author uses figures and then personal accounts to reveal the dreadful impact of the ‘Holocaust’ on the Jewish community.”	- How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - Why do you think the author chose to use questions/ bullet points/sub-headings/a 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 way/s do the illustrations support the ...? - Who do you think this information is for?
Y6 G	Discuss and, with some support, evaluate how authors use some common types of literary (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader	- The child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text. - In response to directed questions, the child can identify that a poem about the summer and the winter could be an analogy for two people with very different personalities. - 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. - “The author creates an understanding of the power of weapons by using personification to talk about how they ‘behave’ in a violent manner.”	- What does this word/phrase/sentence tell you about the character/setting/mood? - How does the author’s use of vocabulary / sentence composition help to create a specific mood/atmosphere? - What other word/s or phrase/s 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 simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author use imagery to create mood? - Does the author present information in the most effective way? Why/why not? - How else could the author have presented this information? Why might it be better/worse in this way? Explain.
Y6 H	Identify and discuss themes and conventions in and across a wide range of writing	The child identifies how the presentation of a text can help the reader make links. The child identifies gender stereotypes and gives examples to challenge them, e.g. Bill wears a dress even though his	Which theme do these three books share? Can you give another female character who challenges a stereotype? Why is the theme of good versus evil so popular? Why do children/adults/girls/etc identify with this type of character

	Make comparisons within and across books and themes.	Dad doesn't approve and the wrestling princess fights princes even though both of these characters act in ways you don't expect. The child analyses why popular themes are popular what their purpose is.	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?
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Key Stage 1 & Foundation (F2-Y2)

Ref	Children know how to...	Children can demonstrate	Question prompts
F2	Show an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.	- 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."	- 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...?
F2	Retrieve information from pictures in a book, in response to a simple question. Say something about who was in a story, what happened and/or where it took place.	- 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?	- 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?
F2	Remembers 2 or 3 events from a familiar story (in the correct order).	- 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.	- What happened at the beginning of the story? - What happened next? - How did the story end?
F2	Suggest how the story might end. Make a simple prediction about what might happen next in a book that they are reading (or has been read to them).	- 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.").	- 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?

F2	Give a simple opinion about whether they liked the book/story or not, giving a simple reason why.	- 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?	- Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other word/s 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?
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Ref	Children know how to...	Children can demonstrate	Question prompts
Y1 A	With some support, show an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.	- 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."	- What does the word XYZ mean? - What other word/s 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... ?
Y1 B	Answer simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read). Identify and link two significant events in a story they have read.	- Answers simple questions such as: Why did Goldilocks sit on all three chairs? What did Bill say on page 7? 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."	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 s/he/it look like? - Who was s/he/it? - Where did s/he/it 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?
Y1 C	Retell familiar stories, in the correct order, from those they have heard (or read). Retell the key points of a shared story.	- 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 frighten 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."	- 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.

Y1 D	Make simple inferences based on things said or done (especially about a character's motivation for their behaviour), including 'How...?' and 'Why...?' questions.	- 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?	- 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 ...?
Y1 E	Make a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.	- 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?	- 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 ...?
Y1 F	With some prompting, recall some interesting words/phrases from the book/story, stating their reason/s why.	- Children give reasons for their opinions - "I like it when the stone goes 'plop' because that's a funny noise." - Children draw on their knowledge to discuss the text- "I liked the word 'snuggly' because it sounds soft and a bit warm."	- Find 2 things that the author tells you about... - What does this word/sentence tell you about the character/setting? - What other word/s 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?

Ref	Children know how to...	Children can demonstrate	Question prompts
Y2 A	Find a word in a sentence/page that has the same meaning as a given word or simple phrase.	- 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 'tiptoed across the hallway' – This means that the character doesn't want to get caught." - The author uses the word ... to describe ..., what does this tell you about XYZ?	- 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 other words within the word... that can help you with the meaning? - What clues (before/after) which might help you understand the word/phrase? - How has the author made you feel happy/angry? Which words make you feel the same? - 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?

Y2 B	Understand simple cause and effect in texts, where the link is clearly stated or suggested. Explain why a character thinks/feels/behaves in a specific way (based on an event within the text).	- 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.	- 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?
Y2 C	Retells the key events, in the correct sequence, from the story they are reading.	- 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?	- 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.
Y2 D	Make simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions.	- 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."	- 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 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 create a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ...
Y2 E	Make a simple and sensible prediction of what might happen next based on what is stated.	- 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	- 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...?

	When prompted, justify the prediction based on what has already happened within the story.	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."	- 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 kind 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? Find a clue in the text to 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 create a happy/sad/scary mood? - What makes this a successful story? Explain. - What does the character mean when s/he says ...
Y2 F	Identify specific words or phrases (e.g. alliteration) that are interesting, explaining their opinions for their choice/s.	- 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 'rushed' 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 is says 'swishy, swashy' because it sounds like the grass is really moving side-to-side."	- 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 word/s or phrase/s 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?