Tillington Manor PRIMARY SCHOOL
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			Key stage 1		Key stage 2
V Vocabulary	1a	draw on knowledge of vocabulary to understand texts		2a 2g	give / explain the meaning of words in context identify / explain how meaning is enhanced through choice of words and phrases
I Inference	1d	make inferences from the text		2d	make inferences from the text / explain and justify inferences with evidence from the text
P Prediction	1e	predict what might happen on the basis of what has been read so far		2e	predict what might happen from details stated and implied
E Explain	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information		2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
R Retrieve				2b	retrieve and record information / identify key details from fiction and non-fiction
S Sequence/ Summarise	1c	identify and explain the sequence of events in texts		2c	summarise main ideas from more than one paragraph
				2h	make comparisons within the text

Question stems	Year 1		National Curriculum	Greater Depth
V Vocabulary	What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Which word means the same as……………..? What other words/phrases could the author have used? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?	Decoding	Apply phonic knowledge and skills as the route to decode words *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught *Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word *Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings *Read other words of more than one syllable that contain taught GPCs	Give **two** impressions that a particular phrase gives Eg they crossed the glassy surface of the lake. Give **two impressions** this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? Comparisons Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ………braver/stronger etc……….? Give evidence from the text to justify your answers
		Word meaning and understanding	Discussing words and phrases that capture the reader's interest and imagination Drawing on what they already know or on background information and vocabulary provided by the teacher teacher Checking the text makes sense to them as they read and correcting inaccurate reading. Discussing word meanings, linking new meanings to those already known.	

I Inference	Which words make you think that………………………….? How can you tell that …? Can you explain why…………………? Why did something happen? Why did someone do something? How do you think someone is feeling/felt at a point in the story? I wonder why the writer decided to…?	Inference	Discussing the significance of the title and events. Making inferences on the basis of what is being said and what is being done.	Explanations are detailed, using evidence from the text **(The 2 or 3 mark questions)** **Eg.** What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text. What evidence in the text that something/someone is an adjective. Give 2 examples Decide if the following statements are fact or opinion Explain (using evidence from the text) how someone's character/a setting may appeal to readers
P Prediction	From the cover/title, what do you think will happen in this story? What will happen next? What do you think will happen to the goodie/baddie/main character? Why do you think this? Why did the author choose this setting? How will that effect what happens next?	Prediction	Predict what might happen. ⇒ Participate in discussion and what is being read to them, taking turns and listening to others.	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? **Explain your choice fully using evidence from the text**
E Explain	Who is your favourite character? Why? Did you like the text? Why or why not? What was favourite moment? Why or why not? Find, it. Prove it.	Discussing Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding	Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language *Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?* Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

R Retrieve	Retrieval Questions:- What, Who, Where, When, Why?, How much/many?	Genres	Learning to appreciate rhymes and poems, and to recite some by heart	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village* *Where did Handa set off for?* *GDS Where did Handa leave for?*
S Sequence/ Summarise	What happens first in the story? Sequence these sentences from the story? What happened before or after something?……… Use three sentences to describe the beginning, middle and end of this text? How does the hero save the day in the story?	Range and familiarity	*Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *Being encouraged to link what they read or hear read to their own experiences *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognising and joining in with predictable phrases	Summarise the whole text rather than a single paragraph **eg Which of the following/what would be the most suitable summary of the whole text and why?**

Question stems	Year 2		National Curriculum	Greater Depth
V Vocabulary	What does the word *xxx* mean in the text? Which word in the text tells you how *xxx* was feeling? Find and copy one word which means……….. Which word means the same as…..? ………*phrase*…………This means that……*multiple choice*..?	Decoding	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent *Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes *Read accurately words of two or more syllables that contain the same GPCs as above *Read words containing common suffixes *Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word *Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending *Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation *Re-read these books to build up their fluency and confidence in word reading.	Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake.* Give **two impressions** this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? Comparisons Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ………braver/stronger etc………..? Give evidence from the text to justify your answers
		Word meaning and understanding	Discussing their favourite words and phrases Discussing and clarifying what words mean linking new meaning to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher Recognising simple recurring literary language in stories and poetry	Explanations are detailed, using evidence from the text **(The 2 or 3 mark questions)** **Eg.** What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.

I Inference	Which words make you think that a person is ……………? How can you tell that …? How do you think someone is feeling/felt at a point in the story? Why did he feel that way? Why did something happen? Why did someone do something? Why did someone think something? Why did someone describe something as ………………? The story shows that someone is …..choice of adjective? Which words give you that impression? I wonder what the writer intended? What do these words mean and why do you think the author chose them?	*Inference*	Checking that the text makes sense to them as they read and correcting inaccurate reading *Making inferences on the basis of what is being said and done *Answering and asking questions	What evidence in the text that something/someone is an adjective. Give 2 examples Decide if the following statements are fact or opinion Explain (using evidence from the text) how someone's character/a setting may appeal to readers
P Prediction	From the cover/title, what do you think will happen in this story? What will happen next? What are the clues? What do you think a character is likely say at the end of the story? How is character X like someone you know? Do you think they will react in the same way? 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?	*Prediction*	**Predicting what might happen on the basis of what has been read so far *Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? **Explain your choice fully using evidence from the text**

E Explain	Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? Find, it. Prove it. Through whose eyes is the story told	*Discussing Reading*	Understand both the books that they can already read accurately and fluently and those that they listen to by: *Explain and discuss their understanding of books, poems and other material, both those that they listen to an those that they read for themselves.	Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language *Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?* Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer
R Retrieve	What, Who, Where, When, Why?, How much/many? Explain why someone did something? Which of the statements are true and false?	*Genres*	Being introduced to non-fiction books that are structured in different ways Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village* Where did Handa set off for? GDS Where did Handa leave for?
S Sequence/ Summarise	What happens first in the story? Sequence these sentences from the story Number the sentences to show the order they happen in the story What happened before or after something?......... You've got 'x' words; sum up this story. Fill in a table/chart to show what happens in different parts of the story	*Range and familiarity*	Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Summarise the whole text rather than a single paragraph **eg Which of the following/what would be the most suitable summary of the whole text and why?**

Question stems	Year 3		National Curriculum	Greater Depth
V Vocabulary	Which word in the text describes what xxx is like? What does the word xxx mean in this sentence? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) What does *word/phrase* mean?	Decoding	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet *Read further exception words, noting the unusual correspondences between (Page 59 NC)	Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake.* Give **two impressions** this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? Comparisons Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ………braver/stronger etc………? Give evidence from the text to justify your answers
		Word meaning and understanding	*Using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination ⇒ Understand what they read, in books they can read independently, by: *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Asking questions to improve their understanding of a text *Identifying main ideas drawn from more than one paragraph and summarising these	
I Inference	Find a word that shows that someone is ….adjective? How do you think someone is feeling/felt at a point in the story? How do you know/ Why did he feel that way?	Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Explanations are detailed, using evidence from the text **(The 2 or 3 mark questions) Eg.**

	Why did something happen? Why did someone do something? Why did someone think something? Why did someone describe something as ………………..? How do you know that xxx was ……………? How did xxx feel when …something happened? Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion Why did…..something happen? Why did…someone do something?	Author Intent	⇒ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text. What evidence in the text that something/someone is an adjective. Give 2 examples Decide if the following statements are fact or opinion Explain (using evidence from the text) how someone's character/a setting may appeal to readers
P Prediction	How do you think this story will develop? What do you think will happen next? Why do you think that/What are the clues?	Prediction	*Predicting what might happen from details stated and implied	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? **Explain your choice fully using evidence from the text**
E Explain	How does the title encourage you to read on? In what ways do the illustrations support the text? What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? Which section/part was the most interesting/exciting? Why? (Comparing 2 texts)Which text is better and why? Describe different character's reactions to the same event Why has information been organized differently in different parts of the text? What is similar/different about two characters?	Discussing reading	⇒ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ⇒ Develop positive attitudes to reading and understanding of what they read by	Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language *Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?* Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

R Retrieve	Retrieval Questions:- What, Who, Where, When, Why?, How much/many? Using information from the text, decide if the following statements are true or false	*Genres*	: ⇒ Retrieve and record information from non-fiction *Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Recognising some different forms of poetry (e.g. free verse, narrative poetry	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village* *Where did Handa set off for?* *GDS Where did Handa leave for?*
S Sequence/ Summarise	Number the sentences below from 1 to 4 to show the order they happen in the story What happened before or after something?......... What happens first in the story?	*Range and familiarity*	*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * Reading books that are structured in different ways and reading for a range of purposes *Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling orally *Identifying themes and conventions in a wide range of books	Summarise the whole text rather than a single paragraph **eg Which of the following/what would be the most suitable summary of the whole text and why?**

Question stems	Year 4		National Curriculum	Greater depth
V Vocabulary	Which word in the text describes what xxx is like? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) Give the meaning of the word …………………in the sentence? What does *word/phrase* mean?	*Decoding*	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet *Read further exception words, noting the unusual correspondences between (Page 59 NC)	Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake.* Give **two impressions** this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? Comparisons Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ………braver/stronger etc………? Give evidence from the text to justify your answers
		Word meaning and understanding	*Using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination ⇒ Understand what they read, in books they can read independently, by: *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Asking questions to improve their understanding of a text *Identifying main ideas drawn from more than one paragraph and summarising these	
I Inference	How do you know that xxx was excited? How did xxx feel when …something happened? What **impressions** do you get of a setting/a person from a paragraph?	*Inference*	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Explanations are detailed, using evidence from the text **(The 2 or 3 mark questions)** **Eg.**

	What does a particular paragraph **suggest/infer** about a person/setting? Why did…..something happen? Why did…someone do something? What evidence in the text is there that a character felt /is…..adjective ?	Author Intent	⇒ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text. What evidence in the text that something/someone is an adjective. Give 2 examples Decide if the following statements are fact or opinion Explain (using evidence from the text) how someone's character/a setting may appeal to readers
P Prediction	How do you think this story will develop? What are your reasons from the text? Do you think that someone will do/act differently in the future?	Prediction	*Predicting what might happen from details stated and implied	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? **Explain your choice fully using evidence from the text**
E Explain	How does the title encourage you to read on? In what ways do the illustrations support the text? What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? (Comparing two texts)Which text is better and why? Describe different character's reactions to the same event In what ways are 2 characters/settings the same/different?	Discussing reading	⇒ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ⇒ Develop positive attitudes to reading and understanding of what they read by	Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language *Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?* Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

R Retrieve	Retrieval Questions:- What, Who, Where, When, Why?, How much/many? Using information from the text, decide if the following statements are true or false?	*Genres*	: ⇒ Retrieve and record information from non-fiction *Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Recognising some different forms of poetry (e.g. free verse, narrative poetry	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village* *Where did Handa set off for?* *GDS Where did Handa leave for?*
S Sequence/ Summarise	What happened before or after something?......... Number the sentences below from 1 to 4 to show the order they happen in the story Which of the following would be the most suitable summary of the whole text/paragraph?	*Range and familiarity*	*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * Reading books that are structured in different ways and reading for a range of purposes *Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling orally *Identifying themes and conventions in a wide range of books	Summarise the whole text rather than a single paragraph **eg Which of the following/what would be the most suitable summary of the whole text and why?**

Question stems	Year 5		National Curriculum	Greater Depth
V Vocabulary	**Vocabulary** Look in the paragraph; find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that………………….? Give the meaning of the word ………………in the sentence? What does a particular word/phrase **suggest** about a person/setting? What word (from choice) most closely matches the word …? What does *word/phrase* mean?	Decoding	*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake.* Give **two impressions** this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? Comparisons Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ………braver/stronger etc………? Give evidence from the text to justify your answers
		Word meaning and understanding	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *Asking questions to improve their understanding ⇒ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
I Inference	What can you **infer** about a setting/character from one paragraph? According to the text, how did……../why ………………….? Decide if the following statements are fact or opinion?	Inference	**Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Distinguish between statements of fact and opinion *	Explanations are detailed, using evidence from the text **(The 2 or 3 mark questions)** Eg. What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text. What evidence in the text that something/someone is an adjective. Give 2 examples Decide if the following statements are fact or opinion Explain (using evidence from the text) how someone's character/a setting may appeal to readers
		Author Intent	⇒ Identifying how language, structure and presentation contribute to meaning ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	

P Prediction 1e	Do you think that someone will do/act differently in the future? What does this paragraph suggest will happen next? What makes you think this? Do you think….will happen? Yes, no or maybe? Explain your answer using evidence from the text	*Prediction*	Predicting what might happen from details stated and implied	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? **Explain your choice fully using evidence from the text**
E Explain	Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc Give **two** impressions that a particular phrase gives? In what ways are 2 characters/settings the same/different? The mood of a character changes throughout the text. Find words or phrases that show this	*Discussing Reading*	*Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary *Provide reasoned justifications for their views. Distinguish between statements of fact and opinion	Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language *Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?* Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer
R Retrieve	What 1/2/3 things **are you told** about a setting/character from one paragraph? Using information from the text, decide if the following **statements** are true or false? Give 2 reasons why……………………? What was revealed at the end of the story**?** Using information from the text, decide if the following **statements** are true or false?	*Genres*	*Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Retrieve, record and present information from non-fiction	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village* *Where did Handa set off for?* *GDS Where did Handa leave for?*

| S | Below are some summaries of different paragraphs from this text. Number them 1 – …… to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph? | Range and familiarity | *Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
*Reading books that are structured in different ways and reading for a range of purposes

*Making comparisons within and across books

*Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
*Recommending books that they have read to their peers, giving reasons for their choices
*Identifying and discussing themes and conventions in and across a wide range of writing
*Learning a wider range of poetry by heart | Summarise the whole text rather than a single paragraph
eg Which of the following/what would be the most suitable summary of the whole text and why? |
| Sequence/ Summarise | | | | |

Question stems	Year 6		National Curriculum	Greater Depth
V Vocabulary	Look in the paragraph; **find and copy** one/two word/phrase meaning/that shows that/that tells you that/that suggests that………………….? Give the meaning of the word …………………in the sentence? What does a particular word/phrase **suggest** about a person/setting? What word (from choice) most closely matches/is closest meaning to the word …? What does *word/phrase* mean?	Decoding	*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake.* Give **two impressions** this gives you of the water. What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc? Comparisons Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character is ………braver/stronger etc……….? Give evidence from the text to justify your answers
		Word meaning and understanding	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *Asking questions to improve their understanding ⇒ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
I Inference	From the paragraph starting/page… ….**how do you know/what evidence is there/how can you tell** that/**why did** a character felt /is a particular adjective? (Give 1 or 2 reasons) What **impressions** do you get of a setting/a person from a paragraph? What does a particular paragraph/description **suggest/infer** about a person/setting? Look at the line…../paragraph…Why did someone do /feel something? Why is somewhere/someone an adjective/noun phrase? What evidence in the text is there that a character felt /is…..adjective ? What can you **infer** about a setting/character from one paragraph? In what ways might a character/a setting **appeal** to readers?	Inference	**Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Distinguish between statements of fact and opinion *	Explanations are detailed, using evidence from the text **(The 2 or 3 mark questions)** Eg. What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text. How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text. What evidence in the text that something/someone is an adjective. Give 2 examples Decide if the following statements are fact or opinion Explain (using evidence from the text) how someone's character/a setting may appeal to readers

	According to the text, how did……../why …………………? How is something made to seem …..? (Explain … ways, giving evidence from the text) Decide if the following statements are fact or opinion	Author Intent	⇒ Identifying how language, structure and presentation contribute to meaning ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
P Prediction	Do you think that someone will do/act differently in the future? Justify your reasons with evidence from the text Do you think….will happen? Yes, no or maybe? Explain your answer using evidence from the text	Prediction	Predicting what might happen from details stated and implied	Giving evidence (from the text) for your predictions Eg What will happen next? Do you think that someone will do/act differently in the future? **Explain your choice fully using evidence from the text**
E Explain	Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc Give one piece of evidence from the text which suggests that …………………….. Give **two** impressions that a particular phrase gives? What does a phrase suggest about something In what ways are 2 characters/settings the same/different? The mood of a character changes throughout the text. Find words or phrases that show this	Discussing Reading	*Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary *Provide reasoned justifications for their views. Distinguish between statements of fact and opinion	Find and copy questions Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language *Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?* Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

R Retrieve	What 1/2/3 things **are you told** about a setting/character from one paragraph? What did someone do in order to/as a result of ……………? Using information from the text, decide if the following **statements** are true or false? Why did someone do something/ Give 2 reasons why………………? What was revealed at the end of the story**?** Using information from the text, decide if the following **statements** are true or false? Name **two** challenges someone faced and **explain** how they dealt with it?	*Genres*	*Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Retrieve, record and present information from non-fiction	What 2/3 (rather than one) things are you told about a character or a setting Questions which require you to look across a page or the whole text Use a synonym instead of the word in the text Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village* *Where did Handa set off for?* GDS *Where did Handa leave for?*
S Sequence/ Summarise	Below are some summaries of different paragraphs from this text. Number them 1 – …… to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph?	*Range and familiarity*	*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Reading books that are structured in different ways and reading for a range of purposes *Making comparisons within and across books *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *Recommending books that they have read to their peers, giving reasons for their choices *Identifying and discussing themes and conventions in and across a wide range of writing *Learning a wider range of poetry by heart	Summarise the whole text rather than a single paragraph **eg Which of the following/what would be the most suitable summary of the whole text and why?**