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| [**Reading – Word Reading**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | **EYFS (30 - 50mth to ELGs)** | **KS1** | | **KS2** | | | | | |
| **30 – 50 months**  **40 – 60 months ELG** | **Year 1** | **Year 2** | **Year 3** | | | **Year 4** | **Year 5** | **Year 6** |
| [**Phonics and Decoding**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To enjoy rhyming and rhythmic activities.  To show an awareness of rhyme and alliteration.  To recognise rhythm in spoken words.  To continue a rhyming string.  To hear and say the initial sound in words.  To segment the sounds in simple words and blend them together and know which letter represents some of them.  To link sounds to letters, naming and sounding the letters of the alphabet.  To use phonic knowledge to decode regular words and read them aloud accurately. | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic  decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far,  especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes.\* | | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  To apply their growing knowledge of root words and prefixes, including  in-, im-, il-, ir-, dis-, mis-,  un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*  To apply their growing knowledge of root words and suffixes/word endings, including -ation,  -ly, -ous, -ture, -sure, -sion,  -tion, -ssion and -cian, to begin to read aloud.\* | | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.\* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,  -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.\* | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,  suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |
| [**Common Exception Words**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To read some common irregular words. | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words\*, noting unusual correspondences  between spelling and sound and where these occur in the word. | | To begin to read Y3/Y4 exception words.\* | | To read all Y3/Y4 exception words\*, discussing the unusual correspondences between spelling and these occur in the word. | To read most Y5/ Y6 exception words,  discussing the unusual correspondences between spelling and sound and where these occur in the word. |  |
| [**Fluency**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To show interest in illustrations and print in books and print in the environment.  To recognise familiar words and signs such as own name and advertising logos.  To look and handle books independently (holds books the correct way up and turns pages).  To ascribe meanings to marks that they see in different places.  To begin to break the flow of speech into words.  To begin to read words and simple sentences.  To read and understand simple sentences. | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. | To read aloud books (closely matched to their improving phonic  knowledge), sounding out unfamiliar  words accurately, automatically and without undue hesitation.  To reread these books to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | | | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | | | |

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| [**Reading – Comprehension**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | **EYFS (30 - 50mth to ELGs)** | **KS1** | | **KS2** | | | | | |
| **30 – 50 months**  **40 – 60 months Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | | **Year 6** |
| [**Understanding and Correcting Inaccuracies**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To know that print carries meaning and, in English, is read from left to right and top to bottom.  To understand humour,  e.g. nonsense rhymes, jokes. | To check that a text makes sense to them as they read and to self- correct. | To show understanding by drawing on what they already know or on background information  and vocabulary provided by the teacher.  To check that the text makes sense to them as they read and to correct inaccurate reading. |  |  | |  | |  |
| [**Comparing, Contrasting and Commenting**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To listen to stories with increasing attention and recall.  To anticipate key events and phrases in rhymes and stories.  To begin to be aware of the way stories are structured.  To describe main story settings, events and principal characters.  To enjoy an increasing range of books.  To follow a story without pictures or props.  To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them  (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To discuss the sequence of events in books and how items of information are related.  To recognise simple recurring literary language in stories and poetry. | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting). | To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and  features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).  To identify how language, structure and presentation contribute to meaning. | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To 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.  To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peers based on personal choice. | | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes in what they read (such as loss or heroism).  To 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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to  make improvements when participating in discussions. | |
|  | To demonstrate understanding when talking with others about what they have read. |  | To ask and answer questions about a text.  To make links between the text they are reading and other texts they have read (in texts that they can read independently). |  | To identify main ideas drawn from more than one paragraph and summarise these. |  | | To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text. | |
| [**Words in Context and Authorial Choice**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To build up vocabulary that reflects the breadth of their experiences.  To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. | To discuss word meaning and link new meanings to those already known. | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases. | To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.  To discuss authors’ choice of words and phrases for effect. | Discuss vocabulary used to capture readers’ interest and imagination. | | To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on  the reader. | | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |
| [**Inference and Prediction**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To suggest how a story might end.  To begin to understand ‘why’ and ‘how’ questions.  To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far. | To make inferences on the basis of what is being said and done.  To predict what might happen on the basis of what has been read so far in a text. | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To justify predictions using evidence from the text. | To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  To justify predictions from details stated and implied. | | To draw inferences from characters’ feelings, thoughts and motives.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop through texts by drawing inferences based on indirect clues. |
| [**Poetry and Performance**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To listen to and join in with stories and poems, one-to-one and also in small groups.  To join in with repeated refrains in rhymes and stories.  To use intonation, rhythm and phrasing to make the meaning clear to others.  To develop preference for forms of expression.  To play cooperatively as part of a group to develop and act out a narrative.  To express themselves effectively, showing awareness of listeners’ needs. | To recite simple poems by heart. | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud. | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. | | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |
| [**Non-Fiction**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To know that information can be relayed in the form of print.  To know that information can be retrieved from books and computers. |  | To recognise that non- fiction books are often structured in different ways. | To retrieve and record information from non- fiction texts. | To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read. | | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | | To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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| ***What should be seen in the classroom?*** |
| ***Reception- phonics, HFW and fluency*** |
| Phonics teaching, using Letters and Sounds that is tracked to age related expectations  -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.  -Storytelling, songs and rhymes  -Daily story time  -Daily high frequency words, precision folders  -Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise.  - Those making better than expected progress begin to read Year 1 common exception words. |
| *Reception -comprehension* |
| -Hear questions being asked to children throughout reading both whole class and individual.  **-**Can you find the front cover? Can you find/point to the title/ blurb?  -Wordless books weekly  Question examples  What does this word mean?  (Looking at pictures) What might they be feeling? How do you know?  What might happen at the end of the story? What might happen in the story? What might happen next?  What did you find out? What can you see on the front cover?  Can you order these parts of the story? What happened first, next….? |
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| ***Year 1 What should be seen in the classroom?- word reading*** |
| ***-****Phonics teaching, using Letters and Sounds that is tracked to age related expectations*  *-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.*  *-Daily high frequency words, precision folders*  *-Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise.*  *-Storytelling, songs and rhymes*  *-Hear questions being asked to children throughout reading both whole class and individual.*  ***Reading comprehension***  Daily individual reading  Daily story time  Daily RIC activity through an image |
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| ***Question Stems*** |
| *• What does the word……….mean in this sentence?*  *• Find and copy a word which means ……….*  *• What does this word or phrase tell you about ………?*  *• Which word in this section do you think is the most important? Why?*  *• Which of the words best describes the character/setting/mood etc?*  *• Can you think of any other words the author could have used to describe this?*  *• Why do you think……….is repeated in this section?* |
| *•Why was…….feeling……..?*  *• Why did …………happen?*  *• Why did………. say……….?*  *• Can you explain why……….?*  *• What do you think the author intended when they said……….?*  *• How does……….make you feel?* |
| *• Look at the book cover/blurb –what do you think this book will be about?*  *• What do you think will happen next? What makes you think this?*  *• How does the choice of character or setting affect what will happen next?*  *• What is happening? What do you think happened before? What do you think will happen after?*  *• What do you think the last paragraph suggests? What will happen next?* |
| *• Who is your favourite character? Why?*  *• Why do you think all the main characters are girls in this book?*  *• 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?* |
| *• What kind of text is this?*  *• Who did…..?*  *• Where did…..?*  *• When did…..?*  *• What happened when…..?*  *• Why did …….. happen?*  *• How did…….?*  *• How many…..?*  *• What happened to……?* |
| *• Can you number these events 1-5 in the order that they happened?*  *• What happened after …….?*  *• What was the first thing that happened in the story?*  *• Can you summarise in a sentence the opening/middle/end of the story?*  *• In what order do these chapter headings come in the story?*  *•Sequence the key events in the story* |

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| ***Year 2 What should be seen in the classroom?*** |
| ***-****Phonics teaching, using Letters and Sounds that is tracked to age related expectations*  *-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.*  *-Daily high frequency words, precision folders*  *-Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise.*  *-Storytelling, songs and rhymes*  *-Hear questions being asked to children throughout reading both whole class and individual.*  ***Reading comprehension***  Daily individual reading  Daily story time  Daily RIC activity through an image |
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| ***Question Stems*** |
| *• What does the word……….mean in this sentence?*  *• Find and copy a word which means ……….*  *• What does this word or phrase tell you about ………?*  *• Which word in this section do you think is the most important? Why?*  *• Which of the words best describes the character/setting/mood etc?*  *• Can you think of any other words the author could have used to describe this?*  *• Why do you think……….is repeated in this section?* |
| *•Why was…….feeling……..?*  *• Why did …………happen?*  *• Why did………. say……….?*  *• Can you explain why……….?*  *• What do you think the author intended when they said……….?*  *• How does……….make you feel?* |
| *• Look at the book cover/blurb –what do you think this book will be about?*  *• What do you think will happen next? What makes you think this?*  *• How does the choice of character or setting affect what will happen next?*  *• What is happening? What do you think happened before? What do you think will happen after?*  *• What do you think the last paragraph suggests? What will happen next?* |
| *• Who is your favourite character? Why?*  *• Why do you think all the main characters are girls in this book?*  *• 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?* |
| *• What kind of text is this?*  *• Who did…..?*  *• Where did…..?*  *• When did…..?*  *• What happened when…..?*  *• Why did …….. happen?*  *• How did…….?*  *• How many…..?*  *• What happened to……?* |
| *• Can you number these events 1-5 in the order that they happened?*  *• What happened after …….?*  *• What was the first thing that happened in the story?*  *• Can you summarise in a sentence the opening/middle/end of the story?*  *• In what order do these chapter headings come in the story?*  *•Sequence the key events in the story* |

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| ***Year 3 What should be seen in the classroom?*** |
| ***-****Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening.*  *-Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.*  *-Daily individual reading if required*  ***Reading comprehension***  Daily individual reading for some  Daily story time  30 minutes whole class guided reading daily – Monday and Friday linked to class text with 3 texts that are linked Tues, Weds and Thurs |
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| ***Question Stems*** |
| *• What do the words ...... and ...... suggest about the character, setting and mood?*  *• Which word tells you that....?*  *• Which keyword tells you about the character/setting/mood?*  *• Find one word in the text which means......*  *• Find and highlight the word that is closest in meaning to.......*  *• Find a word or phrase which shows/suggests that.......* |
| *• Find and copy a group of words which show that...*  *• How do these words make the reader feel? How does this paragraph suggest this?*  *• How do the descriptions of ...... show that they are ........ ?*  *• How can you tell that...... ?*  *• What impression of ...... do you get from these paragraphs?*  *• What voice might these characters use?*  *• What was .... thinking when..... ?*  *• Who is telling the story?* |
| *• From the cover what do you think this text is going to be about?*  *• What is happening now? What happened before this? What will happen after?*  *• What does this paragraph suggest will happen next? What makes you think this?*  *• Do you think the choice of setting will influence how the plot develops?*  *• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.* |
| *• Why is the text arranged in this way?*  *• What structures has the author used?*  *• What is the purpose of this text feature?*  *• Is the use of ..... effective?*  *• The mood of the character changes throughout the text. Find and copy the phrases which show this.*  *• What is the author’s point of view?*  *• What effect does ..... have on the audience?*  *• How does the author engage the reader here?*  *• Which words and phrases did ..... effectively?*  *• Which section was the most interesting/exciting part?*  *• How are these sections linked?* |
| *How would you describe this story/text? What genre is it? How do you know?*  *• How did...? How often...? Who had...? Who is...? Who did....?*  *• What happened to...?*  *• What does.... do?*  *• How ..... is ........?*  *• What can you learn about ...... from this section?*  *• Give one example of......*  *• The story is told from whose perspective?* |
| *• Can you number these events 1-5 in the order that they happened?*  *• What happened after .......?*  *• What was the first thing that happened in the story?*  *• Can you summarise in a sentence the opening/middle/end of the story?*  *• In what order do these chapter* |

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| ***Year 4 What should be seen in the classroom?*** |
| *Daily individual reading for some*  *Daily story time*  *Daily phonics if needed*  *Links to spelling*  ***Reading Comprehension***  Daily individual reading  Daily story time  30 minutes whole class guided reading daily – Monday and Friday linked to class text with 3 texts that are linked Tues, Weds and Thurs |
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| ***Question Stems*** |
| *• What do the words ...... and ...... suggest about the character, setting and mood?*  *• Which word tells you that....?*  *• Which keyword tells you about the character/setting/mood?*  *• Find one word in the text which means......*  *• Find and highlight the word that is closest in meaning to.......*  *• Find a word or phrase which shows/suggests that.......* |
| *• Find and copy a group of words which show that...*  *• How do these words make the reader feel? How does this paragraph suggest this?*  *• How do the descriptions of ...... show that they are ........ ?*  *• How can you tell that...... ?*  *• What impression of ...... do you get from these paragraphs?*  *• What voice might these characters use?*  *• What was .... thinking when..... ?*  *• Who is telling the story?* |
| *• From the cover what do you think this text is going to be about?*  *• What is happening now? What happened before this? What will happen after?*  *• What does this paragraph suggest will happen next? What makes you think this?*  *• Do you think the choice of setting will influence how the plot develops?*  *• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.* |
| *• Why is the text arranged in this way?*  *• What structures has the author used?*  *• What is the purpose of this text feature?*  *• Is the use of ..... effective?*  *• The mood of the character changes throughout the text. Find and copy the phrases which show this.*  *• What is the author’s point of view?*  *• What effect does ..... have on the audience?*  *• How does the author engage the reader here?*  *• Which words and phrases did ..... effectively?*  *• Which section was the most interesting/exciting part?*  *• How are these sections linked?* |
| *How would you describe this story/text? What genre is it? How do you know?*  *• How did...? How often...? Who had...? Who is...? Who did....?*  *• What happened to...?*  *• What does.... do?*  *• How ..... is ........?*  *• What can you learn about ...... from this section?*  *• Give one example of......*  *• The story is told from whose perspective?* |
| *• Can you number these events 1-5 in the order that they happened?*  *• What happened after .......?*  *• What was the first thing that happened in the story?*  *• Can you summarise in a sentence the opening/middle/end of the story?*  *• In what order do these chapter* |

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| ***Year 5 What should be seen in the classroom?*** |
| *Daily individual reading for some*  *Daily story time*  *Daily phonics if needed*  *Links to spelling*  ***Reading comprehension***  Daily individual reading  Daily story time  45 minutes whole class guided reading daily – Monday and Friday linked to class text with 3 texts that are linked Tues, Weds and Thurs  Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously |
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| ***Question Stems*** |
| *• What do the words ...... and ...... suggest about the character, setting and mood?*  *• Which word tells you that....?*  *• Which keyword tells you about the character/setting/mood?*  *• Find one word in the text which means......*  *• Find and highlight the word that is closest in meaning to.......*  *• Find a word or phrase which shows/suggests that.......* |
| *• Find and copy a group of words which show that...*  *• How do these words make the reader feel? How does this paragraph suggest this?*  *• How do the descriptions of ...... show that they are ........ ?*  *• How can you tell that...... ?*  *• What impression of ...... do you get from these paragraphs?*  *• What voice might these characters use?*  *• What was .... thinking when..... ?*  *• Who is telling the story?* |
| *• From the cover what do you think this text is going to be about?*  *• What is happening now? What happened before this? What will happen after?*  *• What does this paragraph suggest will happen next? What makes you think this?*  *• Do you think the choice of setting will influence how the plot develops?*  *• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.* |
| *• Why is the text arranged in this way?*  *• What structures has the author used?*  *• What is the purpose of this text feature?*  *• Is the use of ..... effective?*  *• The mood of the character changes throughout the text. Find and copy the phrases which show this.*  *• What is the author’s point of view?*  *• What effect does ..... have on the audience?*  *• How does the author engage the reader here?*  *• Which words and phrases did ..... effectively?*  *• Which section was the most interesting/exciting part?*  *• How are these sections linked?* |
| *How would you describe this story/text? What genre is it? How do you know?*  *• How did...? How often...? Who had...? Who is...? Who did....?*  *• What happened to...?*  *• What does.... do?*  *• How ..... is ........?*  *• What can you learn about ...... from this section?*  *• Give one example of......*  *• The story is told from whose perspective?* |
| *• Can you number these events 1-5 in the order that they happened?*  *• What happened after .......?*  *• What was the first thing that happened in the story?*  *• Can you summarise in a sentence the opening/middle/end of the story?*  *• In what order do these chapter* |

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| ***Year 6 What should be seen in the classroom?*** |
| *Daily individual reading for some*  *Daily story time*  *Daily phonics if needed*  *Links to spelling*  *-45 minutes whole class guided reading daily – Monday and Friday linked to class text with 3 texts that are linked Tues, Weds and Thurs*  *-Recommending books that they have read to their peers, giving reasons for their choices*  *-Participate in discussions about books, building on their own and others’ ideas and challenging views courteously*  ***Reading comprehension***  Daily individual reading  Daily story time  45 minutes whole class guided reading daily – Monday and Friday linked to class text with 3 texts that are linked Tues, Weds and Thurs |
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| ***Question Stems*** |
| *• What do the words ...... and ...... suggest about the character, setting and mood?*  *• Which word tells you that....?*  *• Which keyword tells you about the character/setting/mood?*  *• Find one word in the text which means......*  *• Find and highlight the word that is closest in meaning to.......*  *• Find a word or phrase which shows/suggests that.......* |
| *• Find and copy a group of words which show that...*  *• How do these words make the reader feel? How does this paragraph suggest this?*  *• How do the descriptions of ...... show that they are ........ ?*  *• How can you tell that...... ?*  *• What impression of ...... do you get from these paragraphs?*  *• What voice might these characters use?*  *• What was .... thinking when..... ?*  *• Who is telling the story?* |
| *• From the cover what do you think this text is going to be about?*  *• What is happening now? What happened before this? What will happen after?*  *• What does this paragraph suggest will happen next? What makes you think this?*  *• Do you think the choice of setting will influence how the plot develops?*  *• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.* |
| *• Why is the text arranged in this way?*  *• What structures has the author used?*  *• What is the purpose of this text feature?*  *• Is the use of ..... effective?*  *• The mood of the character changes throughout the text. Find and copy the phrases which show this.*  *• What is the author’s point of view?*  *• What effect does ..... have on the audience?*  *• How does the author engage the reader here?*  *• Which words and phrases did ..... effectively?*  *• Which section was the most interesting/exciting part?*  *• How are these sections linked?* |
| *How would you describe this story/text? What genre is it? How do you know?*  *• How did...? How often...? Who had...? Who is...? Who did....?*  *• What happened to...?*  *• What does.... do?*  *• How ..... is ........?*  *• What can you learn about ...... from this section?*  *• Give one example of......*  *• The story is told from whose perspective?* |
| *• Can you number these events 1-5 in the order that they happened?*  *• What happened after .......?*  *• What was the first thing that happened in the story?*  *• Can you summarise in a sentence the opening/middle/end of the story?*  *• In what order do these chapter* |