

Weekly reading structure

Session 1	Session 2	Session 3	Session 4	Session 5
<p><u>Reading skill lesson</u></p> <p>Reading skill is taught and practised.</p> <p>Children will work through a new reading skill focused on a specific domain and question stem.</p> <p>Reading comprehension questions for that lesson will be based on that skill.</p> <p>At the end of each half term, a set of reading comprehension questions will be given which revise all the skills taught that half term.</p>	<p><u>Picture comprehension</u></p> <p>Picture comprehension linked to the text or events that are going to happen in the book.</p> <p>Where possible, this should introduce new concepts/terminology. For example, a chimney sweep character in a text about Victorian Britain.</p> <p>See example of picture comprehension sheet to follow formatting.</p>	<p><u>Vocabulary</u></p> <p>Vocabulary focus on new words/concepts that will be encountered in the text.</p> <p>Word banks created and put on learning journey/washing lines.</p> <p>(2a give/explain the meaning of words in context)</p>	<p><u>Written activity</u></p> <p>Fiction:</p> <p>Using understanding of the text to write a written response.</p> <p>Children getting into character to write a diary entry, postcard, letter, character description.</p> <p>Non-fiction:</p> <p>Identifying features of non-fiction and identifying these within the text.</p> <p>Writing their own fact files/biographies.</p>	<p><u>Accelerated Reader/myON</u></p> <p>Children given time on devices to quiz on AR or to read on myON.</p> <p>The teacher should be completing 1:1 reading during this time with the lowest 20%.</p> <p><u>Love of reading</u></p> <p>Children will explore a selected author for a half term. They will hear parts of this author's different books, which will be available for them to take and read independently from their book corners.</p> <p>Teachers will share their favourite books and children will have opportunities to add to their class reading spines.</p>

Content Domain coverage and progression within reading skill lessons

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Retrieve(4) Inference(2)	Retrieve(3) Inference (3)	Retrieve(2) Inference(2) Prediction(2)	Retrieve (1) Inference(3) Prediction(2)	Retrieve(2) Inference(2) Prediction(2)	Retrieve(2) Inference(3) Prediction(1)
Year 3	Retrieve (2) Inference (2) Prediction(2)	Retrieve (2) Inference (2) Prediction (2)	Retrieve (2) Inference (2) Language (2)	Retrieve (1) Inference (2) Prediction (1) Language (2)	Retrieve(1) Inference (2) Prediction(1) Language(2)	Retrieve(1) Inference (1) Prediction(1) Language(3)
Year 4	Inference(2) Retrieve(2) Prediction(2)	Inference (2) Retrieve (2) Language (2) Prediction (1)	Inference (2) Retrieve (2) Summarise(2)	Inference(2) Retrieve(1) Language(1) Prediction(1) Summarise(1)	Inference(2) Retrieve(1) Language(2) Summarise(1)	Inference(1) Retrieve(1) Language(2) Prediction(1) Summarise(1)
Year 5	Inference(2) Prediction(1) Retrieve(2) Summarise(1)	Inference(2) Retrieve(2) Compare(2)	Inference(2) Prediction(1) Retrieve(1) Language(1) Compare(1)	Inference (1) Prediction(1) Retrieve(1) Language(1) Compare(1) Summarise(1)	Inference(1) Prediction(1) Retrieve(1) Language(1) Compare(2)	Inference(1) Prediction(1) Retrieve(1) Language(2) Summarise(1)
Year 6	Retrieve (2) Inference (2) Language (1) Prediction (1)	Retrieve (1) Language (2) Compare (2) Summarise (1)	Inference (2) Retrieve (2) Summarise (2) Language (2) Compare (2)	Inference (4) Retrieve (2) Language (4) Predict (2)	Variety of reading skills incorporated in reading projects.	Variety of reading skills incorporated in reading projects

Numbers in brackets refer to the lesson coverage in each half term.

Key question stems for Reading skills- Retrieval

Year 2	Year 3	Year 4	Year 5	Year 6																
<p>Who Who was late to school? Who is telling the story?</p> <p>Why</p> <p>Why was JJ looking after Jasmine?</p> <p>Mum was going to work. <input type="checkbox"/></p> <p>Mum was going on holiday. <input type="checkbox"/></p> <p>Jasmine was ill. <input type="checkbox"/></p> <p>Jasmine was going on holiday. <input type="checkbox"/></p> <p>Tick one.</p> <p>What (happened, did, does, is, was)- What happened when Harry got to school?</p> <p>Draw three lines to show what Jasmine and JJ did on each day.</p> <table border="1"> <tr> <td>Monday</td> <td>did something for Mum</td> </tr> <tr> <td>Wednesday</td> <td>went to the fair</td> </tr> <tr> <td>Friday</td> <td>went to the circus</td> </tr> </table> <p>Look at page 2.</p> <p>Liam's daily tasks can change. What two things can make his task change?</p> <p>Tick two.</p> <p>the team <input type="checkbox"/> the trees <input type="checkbox"/></p> <p>the visitors <input type="checkbox"/> the weather <input type="checkbox"/></p> <p>the season <input type="checkbox"/></p> <p>Which- Which area of the beach is the most unsafe?</p> <p>Put ticks in the table to show which sentences are true and which false.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>True</th> </tr> </thead> <tbody> <tr> <td>Liam does the same jobs every day.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Liam always works alone.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Liam sometimes cuts the grass and the bushes.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Liam's work is often dirty.</td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>Which of these/part of the story/day did etc...?</p> <p>In each verse, two lines rhyme. Which two lines are they? Tick one.</p> <p>First and second First and third Second and fourth Third and fourth</p> <p>Which of these were the crowd looking for? Tick one</p> <p>The lost village key The museum A field full of sheep The history section in the library.</p>	Monday	did something for Mum	Wednesday	went to the fair	Friday	went to the circus	Sentence	True	Liam does the same jobs every day.	<input type="checkbox"/>	Liam always works alone.	<input type="checkbox"/>	Liam sometimes cuts the grass and the bushes.	<input type="checkbox"/>	Liam's work is often dirty.	<input type="checkbox"/>	<p>Who did/does/is/was/are/were/would/should/could...?</p> <p>Who else in the story enjoys skateboarding? Look at the poster in the story. Who created the poster?</p> <p>What happened/did/does/is/was/are/were/would/should/could...?</p> <p>What allows an animal to be camouflaged? What did the lion attack? Look at verse 3. To what sort of animal does he compare himself?</p> <p>Where did/does/is/was/are/were/would/should/could...?</p> <p>Where is she actually?</p> <p>Why did/does/is/was/are/were/would/should/could...?</p> <p>Why did Henry visit his grandparents last summer?</p> <p>Look at page 6</p> <p>Why is it important for Betty to not be late home from school? (Tick two)</p> <p>Her mum is taking her straight to the dentist Her brother needs to get to football practice on time. Her dad is arriving back from his trip. Dinner will be ready at 4:00pm.</p> <p>Which of these/part of the story/day did etc...?</p> <p>In each verse, two lines rhyme. Which two lines are they? Tick one.</p> <p>First and second First and third Second and fourth Third and fourth</p> <p>Which of these were the crowd looking for? Tick one</p> <p>The lost village key The museum A field full of sheep The history section in the library.</p>	<p>Which of these/part of the story/day did etc...?</p> <p>Which of the following statements about the castle are true? Tick one</p> <p>The witch lives in the underground tunnels. The castle has small wooden doors inside. The castle has 4 staircases. The castle has wooden staircases. Which mysterious power does the wizard regret using?</p> <p>Where did/does/is/was/are/were/would/should/could...?</p> <p>Where in the world was chocolate discovered? Look at verse 2. Where is the festival taking place? Tick one. In the stadium In a park In a field In a leisure centre</p> <p>Why did/does/is/was/are/were/would/should/could...?</p> <p>Look at page 12</p> <p>Why was the wizard surprised to see the boy? Why did the prince ride away from the tower?</p> <p>What happened/did/does/is/was/are/were/would/should/could...?</p> <p>There was a terrible silence (page 6) What was the teacher thinking during the terrible silence?</p> <p>The name sun comes from the Aztec word 'Tonatiuh' (Ton- a ti- er) What does the information in brackets tell you? Tick one</p> <p>What is the whole poem about? Tick one</p> <p>A circus with wild animals A fair where the animals break free. A circus where the animals are trapped.</p> <p>Who did/does/is/was/are/were/would/should/could...?</p> <p>Who was the first person to walk on the moon?</p> <p>When did/does/is/was/are/were/would/should/could...?</p>	<p>Which of these/part of the story/day did etc...?</p> <p>Which predator is the most dangerous to Walruses?</p> <p>Where did/does/is/was/are/were/would/should/could...?</p> <p>Where is this text likely to be found? Tick one</p> <p>In a cooking magazine In an encyclopaedia In a letter</p> <p>Why did/does/is/was/are/were/would/should/could...?</p> <p>Why were the swings described as feeling down? Tick one</p> <p>The swings were not being used. The swings were in the corner of the park. The swing was broken and unable to be used. The swings were green.</p> <p>How long/did/does/is/was/are/were/would/should/could/many/much?</p> <p>How did Father Henry keep himself warm when he was out in the Arctic?</p> <p>Who did/does/is/was/are/were/would/should/could...?</p> <p>'And where there are prizes there are takers' Who were the takers?</p> <p>When did/does/is/was/are/were/would/should/could...?</p> <p>When is this story set?</p> <p>According to the text, how...?</p> <p>According to the text, how had the Roman God caused the drought?</p> <p>Write down/name</p> <p>Why is it surprising that Henry can do a head stand? Give two reasons.</p> <p>Tick one box in each row to show whether each statement is true or false./ Tick two</p>	<p>Which of these/part of the story/day did etc...?</p> <p>Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees? Write the name of the section:</p> <p>Where did/does/is/was/are/were/would/should/could...?</p> <p>Look at the paragraph beginning: Carefully, Michael leaned... Where was the whale?</p> <p>Tick one.</p> <p>in front of the boat <input type="checkbox"/></p> <p>at the side of the boat <input type="checkbox"/></p> <p>under the boat <input type="checkbox"/></p> <p>five metres from the boat <input type="checkbox"/></p> <p>Why did/does/is/was/are/were/would/should/could...?</p> <p>Look at page 7.</p> <p>Why is it important for bumblebees to leave a smelly scent on some flowers?</p> <p>Tick one.</p> <p>so that others avoid it <input type="checkbox"/></p> <p>because it smells better than nectar <input type="checkbox"/></p> <p>so others know it has pollen <input type="checkbox"/></p> <p>because bees give flowers their scent <input type="checkbox"/></p> <p>What happened/did/does/is/was/are/were/would/should/could...?</p> <p>1 Veronika's football team has two names. What are the two names?</p> <p>1. _____ 2. _____</p> <p>Who did/does/is/was/are/were/would/should/could...?</p> <p>Look at Vladik's answer to the question beginning: How does your daughter react... When Vladik says they, who is he referring to?</p> <p>Tick one.</p> <p>his daughter <input type="checkbox"/></p> <p>his other children <input type="checkbox"/></p> <p>circus performers <input type="checkbox"/></p> <p>children in general <input type="checkbox"/></p> <p>When did/does/is/was/are/were/would/should/could...?</p> <p>In what year did the French authorities make it illegal for people to swim from France to England?</p> <p>_____</p> <p>How long/did/does/is/was/are/were/would/should/could/many/much?</p>
Monday	did something for Mum																			
Wednesday	went to the fair																			
Friday	went to the circus																			
Sentence	True																			
Liam does the same jobs every day.	<input type="checkbox"/>																			
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In which part of the story does Gaby experience a scary event?

When

did/does/is/was/are/were/would/should/could...?

When did Andrew become an astronaut?

When did Eric discover the gem was extremely precious?

How

long/did/does/is/was/are/were/would/should/could/many/much?

How did the dragon know he had found the princess?

How do the sharp claws help the toucan? Give two ways.

According to the text, how...?

According to the text, how many pandas are left in the wild?

Write down/name ...

Write down two things you are told about the lake.

How did the poet's grandma react when he behaved badly?

According to the text, how...?

Look at page 9.

According to the text, what makes it difficult for Vladik to do a new trick on stage?

Tick one box in each row to show whether each statement is true or false. / Tick two

Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
Matthew Webb's first attempt to swim the English Channel was not successful.	<input type="checkbox"/>	<input type="checkbox"/>
The first successful swim of the English Channel was in 1872.	<input type="checkbox"/>	<input type="checkbox"/>
J.B. Thompson and Matthew Webb swam the English Channel in 1875.	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Webb took twenty hours to swim the English Channel.	<input type="checkbox"/>	<input type="checkbox"/>

Give two ways

Look at the paragraph beginning: "I believe you..." (page 6).

How can you tell that Veronika was feeling excited?

Give two ways.

1. _____
2. _____

Complete the table.

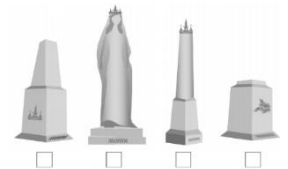
Complete the table below with facts from the text.

Age that Vladik is now:	<input type="text"/>
How long Vladik has been doing this routine:	<input type="text"/>
Age his daughter started walking:	<input type="text"/>
Age that Vladik started dance classes:	<input type="text"/>

Which of these drawings/shapes/maps best represents the...

Which of these drawings best represents the monument?

Tick one.



Key question stems for Reading skills- Inference

Year 2	Year 3	Year 4	Year 5	Year 6						
<p>Why does.../did</p> <p>Why did some children think playtime was boring?</p> <p><input type="checkbox"/> They were tired. <input type="checkbox"/> It was cold.</p> <p><input type="checkbox"/> There was nothing to do. <input type="checkbox"/> There were lots of games to play.</p> <p>Dora cried as she pushed her pram away for the last time. Why was she sad?</p> <p>_____</p> <p>_____</p> <p>The greedy man searched for a wounded bird. Why did he do this?</p> <p>_____</p> <p>_____</p> <p>What does this tell us about...</p> <p>On page 1 it says 'The house slept in the moonlight'. What does this tell you about the setting?</p> <p><input type="checkbox"/> It was peaceful. <input type="checkbox"/> It was long ago.</p> <p><input type="checkbox"/> It was far away. <input type="checkbox"/> It was indoors.</p> <p>(page 2)</p> <p>Why/what do you think.... (Where clues are given)</p> <p>Do you think the children at Green Park School have better playtimes now?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Why?</p> <p>_____</p> <p>Why was the farmer surprised when he opened up the first pumpkin?</p> <p>_____</p> <p>_____</p> <p>Explain why</p> <p>Explain why Fox became interested in Heron Feather when he heard his song.</p> <p>_____</p> <p>_____</p> <p>How does...</p> <p>Does Dan like the Friendship Bench?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Why?</p> <p>_____</p>	<p>How can you tell/do you know/did...?</p> <p>How can you tell the wizard was worried about how his show was going?</p> <p>Sandra is not sure about going to her new dance class. How can we tell?</p> <p>Look at the paragraph beginning: My sister closed the door... and Next day.... How could the boy tell that his uncle had used the gate?</p> <p>Explain why</p> <p>Explain why the garage was called a car hospital.</p> <p>How did/does it show</p> <p>How did the story show that the child was wrong about donkeys wearing shoes?</p> <p>What shows this?</p> <p>The class wanted to take good care of their new class goldfish. What did they do to show this?</p> <p>Why/what do you think....</p> <p>What do you think Dad was thinking when the children arrived at his garage? Write his thoughts in the bubble.</p>	<p>How can you tell/do you know/did...?</p> <p>Look at the paragraph beginning: Then the wizard flew into such a rage... How can you tell the wizard was angry? Give three ways.</p> <p>Why...?</p> <p>Why is Penelope reluctant to ride her bike?</p> <p>What is..... thinking?</p> <p>When Susan receives the letter, what is she thinking about?</p> <p>.....are/is.....</p> <p>Give one piece of evidence from the text which shows this. Give two examples from the text to support this.</p> <p>Sarah is reluctant to go to her swimming lesson.</p> <p>Give one piece of evidence from the text that shows this.</p> <p>Match evidence to statements/facts.</p> <p>Match evidence to the statements</p> <p>Cocoa beans were more important to them than money. The mother was eager to help the farmer. They visited the farm and felt it was run down.</p> <p>What does this show us about...?</p> <p>What do these lines..... tell you about the carnival?</p> <p>What does.....think...?</p> <p>What does the Charlie think about the tunnel and how do we know?</p>	<p>How can you tell/do you know/did...?</p> <p>How can you tell that the Pirate is surprised at the sailor's reaction?</p> <p>Why...?</p> <p>Look at the paragraph beginning... Why do you think the cave was an excellent place for pirates to use as a hideout?</p> <p>Explain why/how...</p> <p>Give two reasons.</p> <p>Some people do not like the idea of food styling. Explain fully why people might disagree with the work Harriet does.</p> <p>What evidence is there that..... is</p> <p>Give two points/ examples/ways/reasons</p> <p>What evidence is there to suggest the house is unusual?</p> <p>.....are/is.....</p> <p>Give one piece of evidence from the text which shows this. Give two examples from the text to support this.</p> <p>The poem is set in Spring. Give two pieces of evidence from the text to support this.</p> <p>Match evidence to statements/facts.</p> <p>Match evidence to the statements Jenny revisited the house and found it seemed unfamiliar. The lake seemed more mysterious then before.</p> <p>What does this show us about...?</p> <p>Coach William constantly criticises the team. What does this show us about Coach William?</p> <p>What does.....think...?</p> <p>When the boys run through the living room, what does the mother think and how do we know?</p> <p>How does the writer make the..... seem...? How is the..... made to seem...? How does the writer create a sense of...?</p>	<p>How can you tell/do you know/did...?</p> <p>Look at the first paragraph, beginning: Dawn was casting... How do you know that Martine wanted to keep this ride a secret?</p> <p>_____</p> <p>_____</p> <p>Why...?</p> <p>Why do slow Channel swimmers swim further than faster swimmers?</p> <p>Explain why/how...</p> <p>Give two reasons.</p> <p>Do you think that Martine will change her behaviour on future giraffe rides?</p> <p>Tick one.</p> <p>yes <input type="checkbox"/></p> <p>no <input type="checkbox"/></p> <p>maybe <input type="checkbox"/></p> <p>Explain your choice fully, using evidence from the text.</p> <p>What evidence is there that..... is</p> <p>Give two points/ examples/ways/reasons</p> <p>(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?</p> <p>Give two points.</p> <p>1. _____</p> <p>2. _____</p> <p>2 marks</p> <p>What is..... thinking?</p> <p>What is Joe's mother thinking after she reads the letter?</p> <p>Tick one thought.</p> <p>I'm happy that the boys have finished their breakfast! <input type="checkbox"/></p> <p>I don't want the boys to realise how upset I am. <input type="checkbox"/></p> <p>I'm worried the boys will be late for school. <input type="checkbox"/></p> <p>I'll cook sweet-and-sour spaghetti for the boys later. <input type="checkbox"/></p> <p>.....are/is.....</p> <p>Give one piece of evidence from the text which shows this.</p> <p>David Williams was determined to be successful in his attempt to swim the English Channel.</p> <p>Give one piece of evidence from the text which shows this.</p> <p>_____</p> <p>_____</p> <p>Match evidence to statements/facts.</p> <p>Look at the section heading: Save our bees.</p> <p>Complete the table below with one piece of evidence from the leaflet to support each statement.</p> <table border="1"> <thead> <tr> <th></th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>The Bumblebee Conservation Trust is worried about bees.</td> <td></td> </tr> <tr> <td>The leaflet makes readers feel hopeful for bumblebees.</td> <td></td> </tr> </tbody> </table> <p>What does this show us about...?</p>		Evidence	The Bumblebee Conservation Trust is worried about bees.		The leaflet makes readers feel hopeful for bumblebees.	
	Evidence									
The Bumblebee Conservation Trust is worried about bees.										
The leaflet makes readers feel hopeful for bumblebees.										

			<p>Look at the paragraph 'The first thing the crew did was let out a huge sigh' How does the writer create tension from this point until they reach their destination?</p> <p>How does the writer make the reader feel...?</p> <p>How does the writer make the reader feel excited for the class? Give two ways.</p>	<p>Look at the paragraph beginning: Carefully, Michael leaned... What does this paragraph tell you about Michael's character? Explain two features of his character, using evidence from the text to support your answer.</p> <p>Look at page 9. How is the whale made to seem mysterious? Explain two ways, giving evidence from the text to support your answer.</p> <p>What does ... think...?</p> <p>When Gaby pulls herself up on the branch on page 4, the cat meows. What does Gaby think that the cat is trying to say when it meows?</p> <p>How does the writer make the ... seem...? How does the writer create a sense of...? How does the writer make the reader feel...?</p> <p>How is the whale made to seem mysterious? Explain two ways, giving evidence from the text to support your answer.</p> <p>Look at the first paragraph. What suggests that the inside of the old farmhouse was not very well looked after? Give two things.</p> <hr/> <p>What impression of the... do you get...?</p> <p>Look at the paragraph beginning: The tiny island... to the paragraph ending: ...were cut into it. What impressions of the island do you get from these two paragraphs? Give two.</p> <p>1. _____ 2. _____ <small>2 marks</small></p> <p>The poet describes his grannie as standing mountainous between me and my fear. This makes her sound big and powerful. What other impressions do you get of his grannie in the same verse? Give two impressions.</p> <p>1. _____ 2. _____</p>
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Key question stems for Reading skills- Prediction

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Do you think...?</p> <p>Do you think Harry will keep his promise? Why/why not?</p> <p>Do you think they will become friends again before the end of the school day?</p> <p>What do you think...?</p> <p>What do you think will happen now?</p> <p>What do you think will happen to the sail boat?</p>	<p>Do you think...?</p> <p>Do you think Sarah has learnt how to be a better friend? How might she behave in the future?</p> <p>Do you think Claire's sunflowers will grow well?</p> <p>What does the last paragraph suggest might happen... next?</p> <p>What does the last paragraph suggest will happen to the explorers?</p> <p>What do you think...?</p> <p>What do you think might happen to the explorers next after their last experience?</p> <p>Which do you think...?</p> <p>Which of these do you think the magician is likely to say after that event. Tick one</p> <p>Why can I still not find that rabbit? Why did the audience not enjoy that wonderful show?</p>	<p>Do you think...?</p> <p>Do you think Joshua will be capable of speaking in front of the audience?</p> <p>What does the last paragraph suggest might happen... next?</p> <p>What does the last paragraph suggest will happen to the family farm?</p> <p>What do you think...?</p> <p>What do you think will happen to the scientist's new discovery after what people have been saying?</p> <p>Which do you think...?</p> <p>Which of these is the father likely to say about the state of the garden? Tick one.</p> <p>I knew the ride on lawn mower was a bad idea. We shouldn't have got a dog. The boys should have walked the dog in the morning. I wish I had bought that garden equipment.</p>	<p>Do you think...?</p> <p>Do you think the government will make the changes for the town? Why/ Why not. Give evidence.</p> <p>What does the last paragraph suggest might happen... next?</p> <p>What does the last paragraph suggest might happen to Tom's opinion about the war?</p> <p>What do you think...?</p> <p>What do you think will happen to Donald's attitude towards school?</p> <p>Which do you think...?</p> <p>Which of these is the archaeologist likely to say about the new discovery? Tick one.</p> <p>We shouldn't have found these bones here. We are unlikely to find anything in this location. We should tell the museum about our discovery next week.</p> <p>Based on... Do you think/ What do you think...?</p> <p>Based on what you have read, what does the last paragraph suggest might happen to the squirrels next year? Use evidence from this paragraph to support your prediction.</p>	<p>Do you think...?</p> <p>Do you think that Martine will change her behaviour on future giraffe rides?</p> <p>Tick one.</p> <p>yes <input type="checkbox"/></p> <p>no <input type="checkbox"/></p> <p>maybe <input type="checkbox"/></p> <p>Explain your choice fully, using evidence from the text.</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>What does the last paragraph suggest might happen... next?</p> <p>What does the last paragraph suggest might happen to mum's perception of the new neighbours?</p> <p>What do you think...?</p> <p>Look at page 6. "I just have to..." Veronika stopped speaking in the middle of a sentence. What was she going to say?</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>I just have to _____</p> </div> <p>Which do you think...?</p> <p>Which of these is the archaeologist likely to say about the new discovery? Tick one.</p> <p>We shouldn't have found these bones here. We are unlikely to find anything in this location. We should tell the museum about our discovery next week.</p> <p>Based on... Do you think/ What do you think...?</p> <p>Based on the Joseph's parents opinions of moving to Spain, what do you think Sam will do about going to? Use evidence from the text to support your prediction.</p>

Key question stems for Reading skills- Language/Vocabulary

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find and copy a word that tells you that</p> <p>Look at page 4.</p> <p>Liam can find his work difficult.</p> <p>Find and copy one word that tells you that Liam's work is difficult.</p> <p>_____</p> <p>It was difficult to get the piece of paper through Dara's letter box.</p> <p>Find and copy one word that tells you this.</p> <p>_____</p> <p>Find and copy one word/ circle a word/words that shows</p> <p>Circle two words that show Dara was in a rush to get back to the hall the next morning.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>When the sun came up, Dara dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.</p> </div> <p>Find and copy one word that shows that Fox moved quickly.</p> <p>_____</p> <p>What word means that</p> <p>As the flowers fade...</p> <p>This means that the flowers...</p> <p style="text-align: right;">Tick one.</p> <p>turn into weeds. <input type="checkbox"/></p> <p>become brighter in colour. <input type="checkbox"/></p> <p>begin to die away. <input type="checkbox"/></p> <p>are ready for planting. <input type="checkbox"/></p> <p>Find and copy one word that means</p> <p>Find and copy one word from the top of page 4 that means well known.</p> <p>_____</p> <p>Look at the paragraph beginning <i>The greedy man began to climb the vine...</i></p> <p>Find and copy one word that means the same as sparkle.</p> <p>_____</p> <p>What does... this tell you?</p>	<p>Find and copy the/one word which/ that suggests which/ that tells you which/ that shows</p> <p>Find and copy one word that shows the plants grew slowly.</p> <p>Look at page 8. A mole can dig all evening. Dig like a bulldozer.</p> <p>Like a bulldozer suggests that moles can dig... Tick one</p> <p>Sleepily Powerfully Quietly Carefully</p> <p>Find and copy the/one phrase which/ that suggests which/ that tells you which/ that shows</p> <p>Find and copy a phrase that tells you the cheering was annoying.</p> <p>Which word most closely matches</p> <p>The clown clumsily moved through the crowd.</p> <p>Which word is closest in meaning to awkward?</p> <p>Which word is closest in meaning to</p> <p>They have sleek wings that glide through the air. In this sentence, the word sleek is closest in meaning to... Tick one</p> <p>Strong Soft Skinny Smooth</p> <p>Find and copy one word... that is closest in meaning to</p> <p>Find and copy one word that is closest in meaning to disaster.</p> <p>Give the meaning of the word... in this sentence</p> <p>He was determined to reach the top.</p> <p>Give the meaning of determined in this sentence.</p>	<p>Find and copy the/one word which/ that suggests which/ that tells you which/ that shows</p> <p>Look at the first paragraph on page 6. Find and copy one that tells you the wizard spoke angrily.</p> <p>Find and copy the/one phrase which/ that suggests which/ that tells you which/ that shows</p> <p>Find and copy a phrase that suggests the music box is special to him.</p> <p>Find and copy a line that shows the tent was lit up by sound and colour.</p> <p>Draw a line to show the phrase that is closest in meaning to/Tick one</p> <p>Draw a line to show the phrase that is closest in meaning to Legend has it</p> <p style="padding-left: 40px;">it is definite that It might have been that It is believed that</p> <p>Which word most closely matches</p> <p>Which word most closely matches speckled?</p> <p>Which word is closest in meaning to</p> <p>After this, many more trendy clothes were made by the clothing company. In this sentence, the word trendy is closest in meaning to... Tick one</p> <p>Lively Expensive Secret Fashionable</p> <p>Find and copy one word... that is closest in meaning to</p> <p>Find and copy a word that is closest in meaning to amused.</p> <p>Give the meaning of the word... in this sentence</p> <p>And feel I move with pounding feet.</p>	<p>Find and copy the/one word which/ that suggests which/ that tells you which/ that shows</p> <p>Find and copy one word that shows the pope was old.</p> <p>Find and copy the/one phrase which/ that suggests which/ that tells you which/ that shows</p> <p>Find and copy a phrase that shows what happened was not real.</p> <p>Draw a line to show the phrase that is closest in meaning to/Tick one</p> <p>Draw a line to show the phrase that is closest in meaning to the volcano spat out the island.</p> <p style="padding-left: 40px;">The volcano placed the island carefully into the ocean. The volcano got rid of the island into a random place. The volcano swallowed the island into its depths.</p> <p>Which word most closely matches Which word is closest in meaning to</p> <p>They huddle together for warmth. In this sentence the word huddle is closest in meaning to... Tick one</p> <p>Sleep Crowd Swim Jump</p> <p>Find and copy one word... that is closest in meaning to... Find and copy a group of words that means the same as</p> <p>Find and copy one word that is closest in meaning to taut.</p> <p>Give the meaning of the word... in this sentence</p> <p>Rapunzel is described as shaking her golden locks.</p> <p>What are her locks?</p> <p>Underline the phrase which/that Underline the phrase that shows that</p> <p>Underline a phrase that shows the boy was anxious.</p> <p>What does the word... tell us/you about...?</p>	<p>Find and copy the/one word which/ that suggests which/ that tells you which/ that shows</p> <p>(a) Find and copy one word which shows that Yuri was not very careful when he put Veronika's bag down.</p> <p>_____</p> <p>Find and copy the/one phrase which/ that suggests which/ that tells you which/ that shows</p> <p>My heart began beating fast (page 6).</p> <p>Find and copy two other words from the same paragraph which mean that something is quick.</p> <p>1. _____</p> <p>2. _____</p> <p>Draw a line to show the phrase that is closest in meaning to/Tick one</p> <p>Draw a line to show the phrase that is closest in meaning to the volcano spat out the island.</p> <p style="padding-left: 40px;">The volcano placed the island carefully into the ocean. The volcano got rid of the island into a random place. The volcano swallowed the island into its depths.</p> <p>Which word most closely matches Which word is closest in meaning to</p> <p>When Edward was exploring the bookcase, he noticed something in the dark recesses of the shelf.</p> <p>Which of the following words is closest in meaning to recesses?</p> <p style="text-align: right;">Tick one.</p> <p>wood <input type="checkbox"/></p> <p>spaces <input type="checkbox"/></p> <p>contents <input type="checkbox"/></p> <p>design <input type="checkbox"/></p> <p>Find and copy one word... that is closest in meaning to...</p> <p>Look at the paragraph beginning: <i>Twenty-seven-year-old Webb...</i></p> <p>Find and copy one word from this paragraph that is closest in meaning to 'motivated.'</p> <p>Give the meaning of the word... in this sentence</p> <p><i>If she was trying to reassure Joe, it wasn't working.</i></p> <p>What does reassure mean in this sentence?</p> <p>_____</p> <p>Underline the phrase which/that</p>

'golden' rules

This means the rules are...

Tick **one**.

very expensive to follow.

only for good swimmers.

very important.

completely useless.

Which words/phrases...

Which word or phrase shows the child is excited?

What does... this tell you?

Look at page 7. When we checked the flowers they were droopy.

What does droopy tell you about the flowers?

They were... Tick one

Bright

Thick

Messy

Bent

What does the word dart tell you about how the children moved?

What does the word *pounding* mean in this sentence?

Underline the phrase which/that

Underline the phrase which shows Harry is fed up.

What/how does this description...

What does fell like a snowflake suggest about the fairy's fall?

Tell me how...

Tell me how you know the dog is aggressive.

What does the phrase teeming with restlessness tell us about the boys feelings about reaching the island?

What does the word... suggest to us/you about...?

What does the word murky suggest about the lake?

What/how does this description...

The boat is described as a toy on a glassy surface.

What does this description tell us about the boat and the water?

Tell me how...

Tel me how you know the spider's web is delicate.

What does... mean/ suggest?

Like a huge bullet...

What does this tell us about the sharks?

What is the impact/ Explain the impact of

What is the impact of the phrase 'a glass of fresh air and a mouthful of greenness'?

Underline **one** word in the quotation below that suggests that Vladimir's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

Find and copy a group of words that means the same as

Look at the verse beginning: Years later...

Find and copy a group of words that

means the same as 'took the opportunity.'

What does the word... tell us/you about...? What does the word... suggest to us/you about...?

Look at the first paragraph, beginning: Ours was a steep...

Penelope's description of the stairway makes it seem...

Tick **one**.

damp and dark.

cramped and unsafe.

old and dusty.

stylish and never used.

What/how does this description...

Look at page 9.

'But she won't sing?'

What does Piper mean when she says this?

Tell me how...

Tel me how you know the vase couldn't hold anymore water.

What does... mean/ suggest?

She came. And I still vividly recall...

What do the words vividly recall mean?

In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.

This suggests that...

Tick **one**.

farming has helped bees.

paved gardens are attractive.

bees are good at finding their way.

bees have only started struggling recently.

What is the impact/ Explain the impact of

What is the impact of the phrase, "like a fish out of water."

How has the author/ How have... been used... to...

How has the author used short sentences? What does it make the reader feel/think?

Where...

Where in the text does the mood change?

Key question stems for Reading skills- Summarise

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Number the following sentences/events...</p> <p>Number the following from 1 to 5 to show the order things happen in the story.</p> <p>The first one has been done for you.</p> <p>Machines destroyed the pond. <input type="checkbox"/></p> <p>The ducks lived happily in the pond. <input checked="" type="checkbox"/> 1</p> <p>The ducks were set free on a lake. <input type="checkbox"/></p> <p>The ducks were rescued by a helper. <input type="checkbox"/></p> <p>The ducks hid in some thick reeds. <input type="checkbox"/></p> <p>Number the following events from 1 to 5 to show the order that they happened in the story.</p> <p>The first one has been done for you.</p> <p>Heron Feather picked up Fox. <input type="checkbox"/></p> <p>Fox pretended to be dead. <input type="checkbox"/></p> <p>Fox ate the fish. <input type="checkbox"/></p> <p>Fox saw Heron Feather. <input checked="" type="checkbox"/> 1</p> <p>Fox wanted Heron Feather's fish. <input type="checkbox"/></p>	<p>Number the following sentences/events...</p> <p>Number the following 1 to 5 to show what Kevin did when he planted the tree.</p> <p>The first one has been done for you.</p> <p>He put a piece of wooden cane in the ground. <input type="checkbox"/></p> <p>He measured the hole. <input type="checkbox"/></p> <p>He covered the roots and around the trunk with soil. <input type="checkbox"/></p> <p>He put the tree into the hole. <input type="checkbox"/></p> <p>He dug a hole in the ground. <input type="checkbox"/></p>	<p>What is/is...</p> <p>What is the whole poem about? Tick one.</p> <p>A place where you can see sea animals.</p> <p>Some places the child wants to go.</p> <p>A place in a different country.</p> <p>Some places no one has ever been.</p> <p>What are the parts/Which parts...</p> <p>Which part of the story shows that it is a fairy tale?</p> <p>Headline</p> <p>Which headline best summarises this newspaper article. Tick one.</p> <p>Moon crashes into Earth.</p> <p>Asteroid hits Earth.</p> <p>Flying object crashes into another asteroid.</p> <p>Which of the following/ Which statement...</p> <p>Look at the whole poem. Tick one box in each row to show whether each statement about the writer is true or false.</p> <p style="text-align: center;">T F</p> <p>He believes all circuses are noisy</p> <p>He enjoys performing in front of an audience.</p> <p>He hates visiting the beach.</p> <p>Number the following sentences/events...</p> <p>Number the following 1 to 5 to show the order of the prince's thoughts in the story.</p> <p>The first one has been done for you. <input type="checkbox"/></p> <p>I will never see the princes again. <input type="checkbox"/></p> <p>Where is that beautiful singing coming from? <input type="checkbox"/></p>	<p>What is/is...</p> <p>What is the main message of this story. Tick one.</p> <p>If you sing and dance, laugh is always better.</p> <p>If you want to make people succeed make them laugh.</p> <p>If we all work together we can change things in the world.</p> <p>What are the parts/Which parts...</p> <p>Which part shows the poem is in the future?</p> <p>Headline/ subheading</p> <p>Which subheading best summarises paragraph 8? Tick one.</p> <p>Boiling point</p> <p>Don't melt</p> <p>Solid to a liquid.</p> <p>Which of the following/ Which statement...</p> <p>Look at the whole text. Tick one box in each row to show whether the statements about walruses is a fact or an opinion.</p> <p style="text-align: center;">Fact opinion</p> <p>Walruses seem angry.</p> <p>Walruses eat Crayfish</p> <p>Walruses look like grumpy old men</p> <p>Walruses can breathe under water.</p> <p>Circle...</p> <p>Circle the main idea of this paragraph.</p> <p>Number the following sentences/events...</p> <p>Number the following 1 to 5 to show the order in which they happened in the story.</p> <p>The first one has been done for you.</p> <p>The pirate ship waited in the cave.</p> <p>The pirates climbed aboard the ship.</p> <p>They heard about the rumour of the hidden treasure.</p> <p>One pirate held up a lantern.</p> <p>One pirate pushed the stone door.</p>	<p>What is/is...</p> <p>What is the main message of the text?</p> <p>What are the parts/Which parts...</p> <p>Which parts show that this story is a myth?</p> <p>Headline/ subtitles</p> <p>What would be an appropriate headline/subtitle to summarise this paragraph.</p> <p>Which of the following/ Which statement...</p> <p>Which of the following would be the most suitable summary of the whole text?</p> <p style="text-align: right;">Tick one.</p> <p>The Life of David Walliams <input type="checkbox"/></p> <p>A Sporting Challenge <input type="checkbox"/></p> <p>Sailing the Channel <input type="checkbox"/></p> <p>Training for Survival <input type="checkbox"/></p> <p>Which statement is the best summary for the whole of page 5?</p> <p style="text-align: right;">Tick one.</p> <p>How the giant panda first got its name. <input type="checkbox"/></p> <p>How charities raise money for giant pandas. <input type="checkbox"/></p> <p>How people are working to save giant pandas. <input type="checkbox"/></p> <p>How giant pandas' territory is changing. <input type="checkbox"/></p> <p>Circle...</p> <p>Circle the main idea of this paragraph.</p> <p>Number the following sentences/events...</p> <p>Number the following events 1-5 to show the order in which they happened.</p> <p>The first one has been done for you.</p> <p>Gatby breaks the universal rule of tree climbing. <input type="checkbox"/></p> <p>Gatby notices the cat. <input checked="" type="checkbox"/> 1</p> <p>Gatby tries to pick up the cat. <input type="checkbox"/></p> <p>Gatby remembers the water-balloon fight. <input type="checkbox"/></p> <p>Gatby takes her cardigan off. <input type="checkbox"/></p> <p>Number the following sentences from 1-5 to show the order in which they happen in the poem.</p> <p>The first one has been done for you.</p> <p>The poet arrives in France. <input type="checkbox"/></p> <p>The poet lives with his grannie. <input checked="" type="checkbox"/> 1</p> <p>The poet is injured. <input type="checkbox"/></p> <p>The poet's grannie visits him. <input type="checkbox"/></p> <p>The poet writes to his grannie. <input type="checkbox"/></p> <p>Summarise</p> <p>Summarise the events of paragraph 1 and 2 into 3 sentences.</p>

		<p>Oh no! why is the princess not here? <input type="checkbox"/></p> <p>I'll try calling out to her. <input type="checkbox"/></p> <p>I recognise that voice- can it be her? <input type="checkbox"/></p>	<p>They found the treasure.</p> <p>Summarise</p> <p>Summarise the what happened in paragraph one in one sentence.</p>	
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Key question stems for Reading skills- Compare

Year 2	Year 3	Year 4	Year 5	Year 6
			<p>What is</p> <p>What is the main purpose of this text?</p> <p>How does</p> <p>The first adventurer's feelings change at different points during the exploration. Based on the text, explain how the adventurer was feeling and why he was feeling that way.</p> <p>When I was leaving the boat, I felt Because.....</p> <p>When I was battling through the rainforest, I felt Because.....</p> <p>When I saw the rare tropical bird, I felt Because.....</p> <p>How does the poet's feelings towards is grandma change by the end of the poem?</p> <p>Compare</p> <p>Compare your school experience to the children in the stories experience of school.</p> <p>Give one/two way(s) that</p> <p>According to the text, give one way that queen bees are different to a worker bee.</p> <p>Themes</p> <p>Give evidence for the theme of Friendship in this story.</p> <p>Was the theme of love shown in the same ways as in chapter 6?</p> <p>Where have we seen the theme of Family before? What other books also have this theme? Tick one.</p> <p>Peter Pan Matilda Street Child.</p> <p>What are the parts/Which parts</p> <p>Which feature shows this text belongs to the mystery genre?</p>	<p>What is</p> <p>What is the main purpose of paragraph 3? How is this different to the purpose of paragraph 1?</p> <p>How does</p> <p>How does Lord John's mood change throughout the poem?</p> <p>How does the poet's feelings towards is grandma change by the end of the poem?</p> <p>Compare</p> <p>Compare the school experience of Floella to Willie from Goodnight Mister Tom.</p> <p>Compare Neil's mood at the beginning of the chapter to his mood at the end of the chapter.</p> <p>Give one/two way(s) that</p> <p>According to the text, give one way that giant pandas are different to other bears.</p> <p>Themes</p> <p>What themes can we find in this story?</p> <p>Give two with evidence.</p> <p>Was the theme of love shown in the same ways as in chapter 6?</p> <p>Where have we seen the theme of Family before? What other books also have this theme?</p> <p>What are the parts/Which parts</p> <p>Which feature shows this text belongs to the mystery genre?</p>