

Read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions)

Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning

What does mean?

What clues are there in the parts of the word?

Try separating it into the prefix/ suffix and root. Does that give you any information?

How does less/ ful/ pre/ un (etc) change the meaning?

If I told you that means, what do you think would mean?

Note differences between spelling and sound in unusual words

How would we sound that out?

Does the word look like it sounds?

How is it different to other words?

Read texts that are structured in different ways for a range of purposes (e.g. food labels)

How is this book structured?

Why is it set out in this way?

How do I find what I'm looking for?

How are headings and text boxes used?

Use dictionaries to check the meaning of words

Can you see any new vocabulary?

Can you work out what it means?

Do you need to use a dictionary?

Can you use it in a sentence of your own?

Try taking off prefixes/ suffixes if it cannot be found.

Retell fairy stories, myths, legends and a wide range of books

What has happened so far?

Tell me about what's happened to

Can you tell me another story like this one?

Tell me about this story.

Recommend books that you have read to your peers, giving reasons for your choices

Would you read the book again?

Would you read another book by the same author?

Would you recommend this book to someone else?

Why/ why not?

Who would enjoy this book?

Who would enjoy this type of book?

Who has the book been written for?

Identify and discuss themes and conventions in and across a wide range of writing

What is the theme of this book?

How do we know?

Can you think of another book that includes this theme?

What happened at the end of that book?

What do you think is going to happen in this book?

Does good always triumph over evil?

Are witches always wicked?

Do unhappy children always end up having magical adventures?

Can you give me an example?

Prepare poems and plays to read aloud and perform showing understanding through intonation, tone, volume and action

Can you read this poem aloud a few times and show meaning by how you say the words?

Can you read it in different ways?

Which words could be read loudly or quietly?

Which words need special emphasis?

Is there a rhythm that can be heard?

Can you add any sound effects or actions?

Identify key details that support the main ideas

What words has the author chosen to make us feel.....?

What does makes us feel like?

What does..... make us think about?

Why has the author used

Why has the author compared..... to

What effect does..... have?

Can you pick out that words that make this part sad/ happy/ funny/ exciting?

Begin to use PEE: Point, Evidence, Explanation

Recognise some different forms of poetry

What type of poem is this?

What makes it a

How do we know that it is a

Which type of poem is your favourite and why?

Does this author write a particular type of poem?

Check that the text makes sense by discussing your understanding and explaining word meanings

What does mean?

What would make sense in the sentence?

Can you think of another word to use instead?

Ask questions to improve your understanding of a text

What? When? Why? Where? Who? Which? How?

Draw inferences such as characters' feelings, thoughts and motives from their actions and provide reasoned justifications for your views

How is feeling?

What clues are there to help us work that out?

Why did..... do.....?

How can you work out what..... is thinking?

Why has the author decided not to tell us how is feeling?

Why does make us work it out for ourselves?

Is Someone you'd want to be friends with? Why/ why not?

Which words from the text support your ideas?

How do you know this?

Self-Assess



Predict what might happen from details stated and implied

What do you think is going to happen next?
What clues are there to make us think that?
What do you think has already happened?
Does the author tell us that or make us work it out?
Do we all agree?
Why/ why not?
What is going to happen to.....?
What is going to happen in.....?
What is going to happen when.....?
Can you find the part of the book that makes you think that?

Summarise main ideas drawn from more than one paragraph

What has happened so far?
Can you sum up what has happened in 3 sentences?
What is the author's main point?
What is the author trying to tell us?
What is this book teaching us?
What do we know now that we didn't know before?
What would you still like to find out?

Identify how language, structure and presentation contribute to meaning

What is the author trying to tell us?
Why has the author chosen the word?
Which word/ phrase makes us think/ feel/ picture?
Why has the author decided to start a new paragraph here?
What is the intention of the author?
What clues do the pictures give us about this part of the story?
What do you think looks like? Why?
How is this set out differently to our last book?
Why has the author chosen to set it out this way?
Tell me about the blurb/ subtitles/ layout/ diagrams.
What is the turning point?
Why did the author end the chapter like this?

Retrieve information from non-fiction

How do we find a page about.....?
How do we know this word is in the glossary?
How quickly can you find this word?
Where can you find more information about this?

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

What language makes us?
How does the author create a mood?
Can you picture the scene/ character?
Which parts help to draw this picture?
Can you identify use of simile, metaphor, alliteration, onomatopoeia or rhyme?
Why did the author use this word?
Can you replace this word with another that means the same?

Participate in discussion about books, building on your own and others' ideas courteously

Why do you like/ dislike this book?
Did you think this character was well developed? How?
What made you want to read on?

Make comparisons in and across books

What genre is this?
How can we tell?
Are there any clues to tell us which genre this book is?
Can you think of another book/ film/ poem that tells a similar story?
Can you think of another book that uses similar characters?
What is the theme of this book?
Are there any other books you can think of with the same theme?
What are the differences when the story is told from point of view?
What is similar about the two/ three/ settings?
Is there another book with the same setting?
Which book do you prefer and why?

Distinguish between statements of fact and opinion

Is this true?
How do we know that this is a fact?
Is this fact or opinion?
What is the difference between facts and opinions?

Skim: Speed read to get an overview.
Scan: Speed read to look for specific information.

Reading Detective 1



Search for clues to help you read, understand and enjoy