

**Read** a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors

**Study** a range of authors, including at least two authors in depth

Can you establish a relationship with the writer/narrator?  
Can you relate to the social, historical and cultural background of the text?

Does the writer: openly state a point of view or are we left to deduce it? Does the writer encourage us to form our own views?

Does the writer always write in the same style or write the same type of text? How would you describe this style? Would you recognise the style if you heard an unknown piece of text? How?

What is it that you like/ dislike about the writer's style?

Would you recommend this writer to others?

Has the writer a specific audience type? Who?

Do you like some of this writers texts but not others?

**Re-read** books encountered earlier to increase familiarity with them and provide a basis for making comparisons

What are you going to look out for? Why? What new things have you noticed? What have you learned?

Did the writer lead you astray on first reading? Which clues did the writer use to misinform you?

What do you now know about the time period or place the story is set in?

Can you retell the story/ section?

Can you retell the story but change a character or event?

How does this change your interpretation?

**Learn** new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries

Can you see any new vocabulary? Can you work out what it means? Can you use your knowledge of similar words?

Do you need to use a dictionary? Can you use a glossary?

Can you use the word in a sentence of your own?

Can you replace this word with a word or phrase that has the same meaning? The opposite meaning?

**Make inferences and refer to evidence in the text**

What can the reader infer about the characters from their actions and behaviour? What is the writer saying about their background, feelings or interests? How are other elements affecting the atmosphere e.g. the weather?

What is the writer not telling us? Can you predict what will happen next by considering what has already happened? Is the writer telling the truth? Is something exaggerated?

Why?

Can you find examples/ evidence from different places in the text to support your explanation? Can you explain the significance of your observations?

Use PEE: Point, Evidence, Explanation

**Check** understanding to make sure that texts make sense

**Ask questions** Why is he doing that? Why does he keep a goldfish in the freezer? Why has the author presented it like this?

**Pass comments** I hope he gets what he deserves! Not while there's a breath in my body would I do that! It's so slimy!

**Feel involved** Run! Go on. Get out of there! Watch out! Oh no! I'm glad I wasn't born in Victorian times!

**Empathise** It's just like when I... That's just what I'd do.

**Rationalise what is happening** If he's an angel why does he behave badly? Lions kill to survive.

**Reread** Go back over the best bits, check your suspicions, enjoy it again. Revisit to make sense.

**Re-interpret** Keep checking and evaluating your ideas.

**Know** the purpose, audience for and context of the writing and draw on this knowledge to support comprehension

Who is this written for? When and where was this written?

Who wrote it? Who published this text?

Why is this style chosen? Why did the writer make these choices? Is this text a typical example of the genre?

Is there hidden meaning? Is the text accurate/ biased?

How does the text change you? What do you learn?

Who reads this text now? Who read it in the past?

How has the world changed since this was written?

Has the text been adapted? Has it changed format?

**Know** how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning

Does the writer use formal/informal language?

Are sentences mostly short or long?

Are words, phrases or, in a play, sounds or movements repeated?

Is there direct/ indirect speech or speech bubbles?

Is vocabulary complex, unusual or simple?

Is one tense used more than any other?

Does imagery enhance the reader's feelings or help us visualise the scene/person?

Is the reader directly addressed?

Is language closely linked to a theme, e.g. greed or jealousy; science or geography?

Is there a range of stylistic and rhetorical devices? e.g. repetition, alliteration, assonance, onomatopoeia?

Is there specific punctuation for effect?

How are diagrams, photographs, tables etc. used to enhance meaning?

How is the text set out to help the reader?

**Self-Assess**



**Recognise** a range of poetic conventions and understand how these have been used

In this poem can you identify: rhyme, rhyme scheme, assonance, alliteration, onomatopoeia, metaphor, personification, enjambment, imagery, symbolism, mood or tone. How is the structure of verses/ repetition used? Can you explain how the author created a specific effect?

**Study** setting, plot, and characterisation, and the effects of these

Can you picture what is happening? Can you describe these images? Are your visions different to other readers'?

Who do you hear? How does it sound? How does it alter as the story ebbs and flows? How do the central characters sound? Do you hear the noises of the action - birdsong? Car tyres screeching? Explosions? Laughter? Music? What kinds? Does your soundtrack tell us something about the characters in the story/play? What kinds of words are used to describe the character? What does the writer want to suggest to the reader about the character's behaviour, attitude, or interests? **Beginnings:** is a setting/time period established? What kinds of words are used for this? Is a character (or characters) introduced? Is a theme or story-line suggested? What effect does this have on the reader? Is there a narrator or in a play a chorus or commentary? What is their tone of voice like? e.g. urgent, relaxed, excited? Is dialogue used? What effect does it have on the reader? e.g. entertaining, tense? **Middles:** Is a problem introduced? How? Are all the characters behaving in the same way? Which ones have changed? Has the setting changed? How does it fit in with the plot? Are there clear links with earlier parts of the story/play? What are they? Does the writer suggest what is to come? **Endings:** Does the story/play come to a definite end? Does the writer leave the reader to guess what happens? Does the story end as you expected or is it a surprise or even shock ending? Does the end echo the opening? Is there a moral/message? Have the characters learned a lesson? Does the author want to tell the reader something?

**Understand** how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

Is a particular costume suggested? Why? Do the stage instructions help our understanding of characters? E.g. movements, facial expressions that will tell the audience something about a character. How does each actor's speech tell the audience about their character and the other characters they talk about? Do they have a particular way of talking, e.g. dialect, tone? Does the playwright indicate, through stage directions or particular words and phrases, how the character should speak? What do characters say/think about the other characters? How are we made to see them through other people's eyes? Do other characters like or dislike them, admire/despise them, trust/distrust them? Do we believe what others say about them? How will particular movements, positions or facial expressions indicate the different relationships and feelings between characters? Do you agree that a play should be seen and not just read in a book? How would a different actor change your understanding of a character? If an alternative time period is staged, how would this change the meaning of the play? If you wrote a play would you approve of it being adapted?

**Make** critical comparisons across texts

Can you see patterns that subject specialists, poets, storytellers and playwrights rely on? Do they use similar structures that we recognise and thus support understanding? Do the writers convey the same message/facts? How do writers handle similar elements? Can you relate this text to your own experiences? How would you judge/score this text? Why? How does this compare to another book you have read? Does the book share a common or contrasting theme?

# Reading Detective 2



**Search for clues to help you read, understand and enjoy increasingly challenging texts**