



# Phonics & Reading

at

# Silsden Primary



Silsden  
Primary School

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Young Minds, Free Spirit, Great Future



# Phonics Intent

Systematic Synthetic Phonics is one of our main methods used for the teaching of early reading. Phonics gives children the key to unlocking the English alphabetic code for their reading and spelling. This is why teaching Phonics for reading and spelling is such an important part of the English National Curriculum.

At Silsden Primary School we have devised our own Systematic Synthetic Phonics Programme based upon the principles of Letters and Sounds. With some exceptions, the phonics content of the original Letters and Sounds has been retained, particularly the progression, the important phases and the teaching sequence. This programme is followed with rigor and fidelity by all teachers and teaching assistants and all resources used are consistent throughout the school.

The programme is now securely embedded at Silsden and it has helped us to create a consistent approach across our school as we all work together to ensure our children are confident readers and writers. We are proud of our phonics teaching at Silsden with 96% Year 1 children passing the Phonics Screening Test in 2023.



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# Phonics Intent

## Intent

At Silsden Primary School, we intend to deliver a Phonics curriculum, which enables:

- **every** child to be a reader – providing extra support when necessary.
- Children to progress through a clear structured route, ensuring children build on their growing knowledge of the alphabetic code, as they move through school.
- early readers to have the skills to decode words and read accurately, inside and outside of the Phonics lesson and across the curriculum.
- children to read common exception words by sight
- children to understand what they have read and gain a deeper understanding of the phonetic structure of the English language.
- children to become enthusiastic and motivated to read for pleasure
- children to be able to spell words quickly and easily by segmenting the sounds
- children to have good letter formation



# The Teaching of Phonics

At Silsden Primary School, to implement our intent, we follow our bespoke Phonics programme with consistency and rigour.

## Phonics in Nursery

**Phase 1 Phonics** starts in Nursery. This is designed to focus on developing a child's speaking and listening skills (phonological awareness). Through songs, action rhymes, nursery rhymes, stories, poetry, circle games, and play, they learn:

To listen attentively

Develop their vocabulary

Confidence in speaking to adults and other children

Ability to hear the difference between sounds

Ability to say/repeat clearly the sounds they hear

To hear a word and then split that word up and say the individual sounds that make up that word eg c-a-t = cat

**The 7 areas Phase 1 focuses on; what is referred to as the pre-phonics stages are :**

Environmental Sound Discrimination

Instrumental Sound Discrimination

Body Percussion Sound Discrimination

Rhythm and Rhyme

Alliteration

Voice Sounds

Oral Blending and Segmenting

This is all about developing their skills through what they hear and say **only** (phonemic awareness). To be honest it is all about playing with sounds and words and having fun. Through these consistent practices, we ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception (Phase 2 Phonics) which starts in the first few weeks of Reception.





# The Teaching of Phonics

## Phonics in Reception, Year 1 and Year 2 – 30 minute session daily



**In Reception**, we build from daily 10-minute lessons in week 2 of the Autumn term, to the full-length 30 minute lesson as quickly as possible. In Year 1, children’s phonic lessons are daily for 30 minutes.

**Children in Reception and Year 1** learn a new sound every day, except on a Friday, where we review the week’s teaching to help children become fluent readers.

Teaching of phonics is taught in **‘fluid’ ability groups** according to children’s individual progress in reading rather than writing to ensure teaching is targeted so every child achieves at an appropriate pace. Children are assessed regularly, so they always work with children at the same level, allowing complete participation in the lessons.

To ensure Phonics teaching is prioritised, we ensure Phonics lessons are timetabled daily in the morning in EYFS and KS1.

In addition, to rhymes, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND.





# The Phases of Phonics Teaching

## When do we start to teach Phonics?

The programme is designed for children from Nursery to Year 2. However, at Silsden Primary we will continue teaching Phonics to children beyond Year 2 if they still need support with their reading.

## The Phases of Phonics teaching

**Phase 1** – is taught in Nursery and teaches children phonological awareness. This is a very important part of Phonics that has to be taught successfully to ensure children have the foundations, to start Phase 2 in Reception.

**Phase 2** - sounds are taught in Reception, together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1:	s	a	t	p	
Set 2:	i	n	m	d	
Set 3:	g	o	c	k	
Set 4:	ck	e	u	r	
Set 5:	h	b	f,ff	l,ll	ss

[Phase 2 Sounds Mat – link](#)

**Phase 3** – sounds are taught in Reception in the following order. This is when children are first taught about digraphs (2 letters that make one sound eg s+h = sh) and trigraphs (3 letters make 1 sound eg i+g+h = igh). The children learn a rhyme for each new sound.

[Phase 3 Sound Mat – link](#)





# The Phases of Phonics Teaching

**Phase 4** – there are no new sounds taught in phase 4. This phase is taught at the end of Reception and at the beginning of Year 1. Children learn to read longer words with adjacent consonants.

**Phase 5** – sounds are taught in Year 1. These are often alternative ways of spelling the sounds previously taught in phase 3, for example the children learn ‘ai’ with the rhyme ‘snail in the rain’ in phase 3 and in Year 1 they now learn that ‘ay’ ‘may I play?’ also makes the same sound.

[Phase 5 Sound mat with Yr1 CEW - link](#)

**Phase 6** – is taught in Year 2. There are no new sounds, children learn to apply the phonics knowledge they have learned in phases 1-5 to develop greater fluency in reading as well as improved accuracy in spelling. They learn about past and present tense, suffixes and prefixes.



# Fidelity to the Scheme

Every teacher in our school has been trained to teach reading and all receive regular and consistent CPD in relation to the scheme to ensure all Phonics lessons have a consistent approach and structure.

We expect every member of staff to be a 'Reading Teacher' who can confidently deliver our Phonics scheme to a group of pupils at the same reading level.

We all use the same language, actions, routines and resources to teach children to read so that we lower children's cognitive load and have the same expectations of progress. [\(See Glossary\) - link](#)

Teachers follow a clear progression document, so children are taught from the simple to the more complex grapheme phoneme correspondences and common exception words.

[Progression document - link](#)

## **Lessons follow a sequential structure, where we:**

- Teach a new sound including oral blending
- Revisit previously taught sounds
- Teach new words to read
- Revisit previously taught words to read
- Spell words using 'Ted Fingers' with the new sound and previously taught sounds
- Hold a sentence to apply new and previous learning

It is important that we all use pure sounds, for example ('m' not 'muh', 's' not 'suh', etc.) when teaching children Phonics, so that your child will be able to blend the sounds into words more easily—[see video of Mia or Natan](#)

Through lesson visits, practice sessions and coaching, the Phonics leader ensures that our Phonics lessons are of the highest standard and consistent across the school.







# Daily 'Keep up'

## Daily 'Keep up' sessions ensure every child learns to read

Our expectations of progression are **aspirational yet achievable**; children who are not keeping up with their peers are given additional practice immediately through 'Phonic Keep up' sessions.

- The Phonics Lead regularly assesses children's phonic knowledge using '*Phonics Tracker*' to identify the gaps in children's phonic knowledge.
- Any child identified as needing additional practice has daily 'keep up' support, taught by a fully trained adult and teachers will talk to parents about how they can also support their child at home. Extra pinny time will also be offered throughout the day, to help increase speed and confidence with sounds.
- 'Keep up' sessions are tailored to individual children's needs. These sessions match the structure of class teaching, and use the same procedures, resources and mantras, but focus on pre-teaching and overlearning, so that every child secures their learning.
- We timetable phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to keep up, so the gap between themselves and their peers does not widen.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'keep-up' sessions to address specific reading/writing gaps.



# Assessment

## Assessment and Monitoring

It is important that children's phonic knowledge is assessed frequently to ensure every child's phonics provision is clearly matched to their ability. This will result in the swift identification of those experiencing difficulty and fluid movement between groups.

AFL – by Teacher	Summative – by Phonics Leader	Statutory – by Phonics Leader	Ongoing – by Teacher and Phonics Leader
Daily within class to identify children needing 'Keep up' support.  Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.	Every half term using 'Phonics Tracker' to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the catch up support that they need.	Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.	Children in EYFS, Year 1 and those still requiring phonics are assessed through their teacher's ongoing formative assessment as well as through the half-termly 'Phonics Tracker' summative assessments.



# Impact

We are proud of our outcomes in phonics and early reading. A high percentage of our children reach the national expectation in the Year 1 Phonics Screening Check, and Pupil Voice confirms that 'Phonics' is seen as a favourite lesson for many Reception and Year 1 children.

Although the children do well in the Phonics Screening Test, we do not stop teaching Phonics. This only assesses if the children can decode.

In Year 2, Phonics continues and we ensure children develop their fluency in reading and apply their phonic knowledge to their spellings, so they are ready for the demands of the KS2 curriculum by the end of Year 2.





# How you can help at home

- Laminate the Phonics mat sent home and use it as a table mat- encouraging your child to read the sounds daily and teach you the sounds!
- Get into a routine of reading everyday with your child, even if it's just 2-3 pages.
- If your child struggles to decode a word, encourage them to look for digraphs or trigraphs (special friends).
- Spotting digraphs and trigraphs (special friends) in words comes with practice and time. Here are some suggestions of strategies you can use to support the recognition of digraphs and trigraphs in words when reading with your child at home...

Gently stop them and ask “Can you see a ‘special friend’ in that word anywhere?” Let them have another attempt at the word. This can also be asked for words which do not have digraphs/trigraphs. It encourages them to skim nonetheless!

Keep practising the phonic flashcards until your child is really secure and can immediately say the sound for the digraphs/trigraphs. Top tip - Focus on a small selection of the flashcards at first and then build up.

- Re-reading! More exposure = more embedding Phonics
- Aim to read at least 3 times to develop fluency
- Check your child’s home school diary which will give key sounds and words for the week for you to focus on.





# How you can help at home

## Websites

[https://www.teachyourmonster.org/account/users/sign\\_in](https://www.teachyourmonster.org/account/users/sign_in) - games that's help children learn to read.

<https://letters-and-sounds.com/> – games and activities linked to each phonic phase.

<https://www.phonicsplay.co.uk/resources> - games and activities linked to each phonic phase.

<https://www.bbc.co.uk/bitesize/primary> - activities for children in Key Stage 1 (Years 1 and 2)

For children with dyslexic tendencies: <https://www.nessy.com/uk/>





# Reading

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# Reading Intent

Here at Silsden Primary School, reading is a top priority and a key driver within our curriculum.

Our reading curriculum aims to build on our synthetic phonics scheme to further develop the mechanics of reading, advance comprehension skills and foster a wider love of books. Through Reading Club, home reading, reading across the curriculum, opportunities for independent reading and hearing quality texts read aloud every week, we aim to develop fluent, enthusiastic and critical readers who are exposed to a variety of knowledge through high-quality texts.

By promoting reading widely across fiction and non-fiction texts, we are committed to providing vocabulary-rich reading material, which immerses and enhances children's wider knowledge of the spoken and written language, through modern and classic children's literature.

We recognise that the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for only reading outcomes, but for wider learning enjoyment and mental wellbeing. In order to promote this, we have built a community of engaged readers who play a role in the development of our reading provisions across school.

Beyond the school gates, we recognise the importance of children being motivated to read at home regularly in order to increase reading opportunities, improve fluency and stamina and ultimately nurture their enjoyment of reading. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills and we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.





# Reading Club

At Silsden Primary School, Reading Club sessions are taught **three times a week for 30 minutes**.

These sessions use a variety of **engaging texts** to **explicitly teach** the key **VIPERS** skills, relevant to each year group.

During these sessions, children are exposed a range of reading strategies to develop reading fluency and stamina, as well as the opportunity to listen to modelled reading.

Effective coverage of skills and text types are tracked through a shared **tracking document** which allows teaching staff to have a knowledge of texts previously explored by children in each year group; enabling them to make links and develop their reading skills further.

Progression documents for each year group ensures the skills taught are be based on the needs of the class whilst guaranteeing a secure coverage of the curriculum.

The texts used in the reading session may not link to the work in other areas of the curriculum. The quality of the text is paramount.

Work books should reflect the pride and importance of reading.







# Reading in EYFS

We teach children to read through reading practice sessions three times a week. Books are matched to the children's secure phonic knowledge using phonics tracker and bench marking system.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

1. **Decoding:** children up their knowledge of letter-sound relationships to accurately read a word
2. **Prosody:** teaching children to read with understanding, fluency and expression

**Comprehension:** teaching children to understand the text.

**In Reception** these sessions start in Autumn 2. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

**In Year 1,** these sessions continue in line with children's phonics knowledge.

**In Year 2,** we continue to teach reading in this way for any children who still need to practice reading with decodable books.





# Reading Club in KS1

In Key Stage 1, children continue to develop their understanding of phonics whilst focusing on their reading fluency and stamina.

## Year 1

Reading Club sessions remain differentiated but all focus on the key VIPERS skills.

- Session 1 – decoding
- Session 2 – fluency
- Session 3 – comprehension

Throughout the year, scaffolding is gradually reduced to promote a greater independence for our children when reading and to prepare them for the Reading Club Structure of Year 2.





# Reading Club – Year 2 - 6

From Year 2 onwards, children have Reading Club sessions three times a week for 30 minutes. In these sessions, they will continue to build on the strategies introduced in Year 1; including prediction, retrieval sequencing, inference and understanding vocabulary in context. In LKS2 we will also begin to introduce the skill of summarizing which will be developed further in UKS2.

Our teaching sequence focuses on the key VIPERS skills, alongside a variety of other resources, to support flexibility in the teaching sequence. This approach ensures children continue to practice key reading skills relevant to their year group, whilst also allowing teachers to adapt and meet the needs of their class, ensure coverage of the curriculum and maintain engagement in the text.

To ensure children are exposed to a range of text types we use and make links across a variety of texts, including extracts, novels, poems and videos. Texts are read through a range of different strategies including; adult led, reciprocal, chorus and independent reading. In addition to this, rapid retrieval questions are practiced daily to improve pace and develop the skills introduced in Year 2. The teaching sequence, not limited by week, will lead to a deeper meaning question where children will generate their own opinions and comparisons whilst tackling more complex skills of inference and explanation.

Additional to our Reading Club sessions, reading activities are embedded across the wider curriculum to promote reading in context and allow children to apply the skills they have learnt in Reading Club to other aspects of their learning.



# Assessments and Response



**In Years 3, 4 and 5** children complete termly NFER assessments. These assessments mirror the style and format of National Curriculum assessments to help build children's confidence in sitting formal assessments. Questions across all papers appear in a variety of formats to maintain engagement and to reduce dependency on the skill of writing.

Pupil performance is analysed and diagnostic commentaries are used by class teachers to inform planning for the whole cohort and individuals. Through this, class teachers are able to identify common misconceptions, make comparisons to results nationally and identify strengths and weaknesses in order to inform next teaching steps.

**In Years 2 and 6**, children complete termly reading assessments based on past SATS papers. These assessments help children to develop their confidence and understanding of National Curriculum assessments across fiction, non-fiction and poetry text types.

Pupil performance is analysed and diagnostic commentaries are used by class teachers to inform planning for the whole cohort and individuals. Through this, class teachers are able to identify common misconceptions, make comparisons to results nationally and identify strengths and weaknesses in order to inform next teaching steps.

Formative	Summative	Statutory	Ongoing
Daily within class to identify children needing additional support.	Every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan individual and group interventions.	Children in Year 2 and 6 will sit SATS.	Children from Year 2 to 6 are assessed through their teacher's ongoing formative assessment. Intervention is provided for any child identified as needing additional support.





# Reading Interventions

## **Wave 1 - 3 Times a Reader**

Teachers will identify children who are not yet on track to meet Age Related Expectations (ARE) for their year group and will plan sessions in addition to develop their decoding, fluency and comprehension. Pupil Premium children also have the opportunity to read with an adult in school for additional session throughout the week.

## **Wave 2 – Small Group Interventions**

Children who are more than one step behind their expected level will take part in small group interventions to specifically target their area of need. Children will be grouped, where possible, to provide a learning environment where they are share ideas.

## **Wave 3 - Multi Sensory Literacy**

Children working significantly behind their expected level will take part in the most appropriate intervention for their needs. These include: Multi Sensory Literacy Program, Toe by Toe and Literacy Gold.



# Literacy Gold

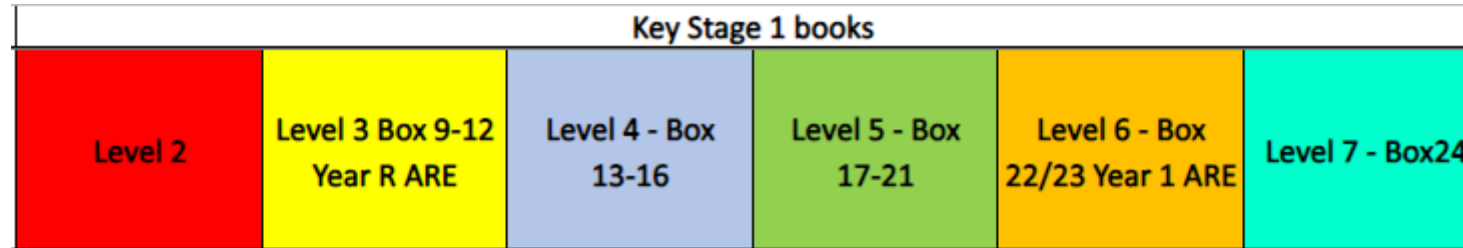


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# Reading Book Boxes



Box 1 No Words L1 / Ph1 Lilac A	Box 2 s a t p l n L1 / Ph2 Lilac B	Box 3 m d L1+ / Ph2 Pink A	Box 4 g o c k L1+ / Ph2 Pink B	Box 5a c k e u r L1+ / Ph2 Pink B/C	Box 5b b h Dandelion Ph2	Box 5c h b f f l l s s L1+ / Ph2 Pink B/C	Box 6 Phase 2 Revision	Box 7a Phase 2 Revision + 'v' Dandelion	Box 7b j v w x y z z z q u Dandelion Ph3	Box 8 j v w x y z z z q u L2 / Ph3 Red A/B	Box 9 c h s h t h n g L2 / Ph3 Red C	Box 10 a i e e i g h o a o o / o o L3 / Ph3 Yellow A	Box 11 a r o r u r o w o l L3 / Ph3 Yellow B	Box 12 e a r a i r u r e e r L3 / Ph3 Yellow C Plus Big Cat red 2b	Box 13 V C C C V C C C C C V C C C V C Dandelion Ph4	Box 14 C V C C a d j a c e n t c o n s o n a n t s h o r t v o w e l s Ph4	Box 15 C V C C C C V C a d j a c e n t c o n s o n a n t l o n g v o w e l s	Box 16 Phase 4 Revision L4 Blue A/B/C	Box 17/18 a y o u i e e a o y i r e a w L5 / Ph5 Green A	Box 19 w h p h e w o e e y a u L5 / Ph5 Green A	Box 20 S p l i t D i g r a p h s L5 / Ph5 Green B	Box 21 A l t e r n a t i v e S o u n d s L5 / Ph5 Green B	Box 22 A l t e r n a t i v e S o u n d s L6 / Ph5 Orange A Big Cat	Box 23 A l t e r n a t i v e S o u n d s L6 / Ph5 Orange A/B/C	Box 24 A l l S o u n d s L7 / Ph5 Turquoise	Box 25 A l l S o u n d s L8 / Ph5+6 Purple	Box 26 A l l S o u n d s L9 / Ph5+6 Gold	Box 27 A l l S o u n d s L10 Ph5 + 6 White	Box 28 A l l S o u n d s L11 Ph5 + 6 Lime	Box 29 A l l S o u n d s L11 Ph5 + 6 Lime
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## Key Stage 2 books

Level 8 - Box 25	Level 9 - Box 26	Level 10 - Box 27 Year 2 ARE	Level 11 - Box 28	Level 12 - Box 29	Level 13 - Box 30 Year 3 ARE	Level 14 - Box 31	Level 15 - Box 32 Year 4 ARE	Level 16 - Box 33	Level 17 - Box 34 Year 5 ARE	Level 18 - Box 35	Level 19 - Box 36 Year 6 ARE	Level 20 - Box 37
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# Reading at Home



Our school expectation is that children will read a minimum of 3 times at home each week. Home reading is tracked through our online reading records on **Boom Reader** where parents and carers are able to share 'tricky words' and any additional comments about their child's reading.

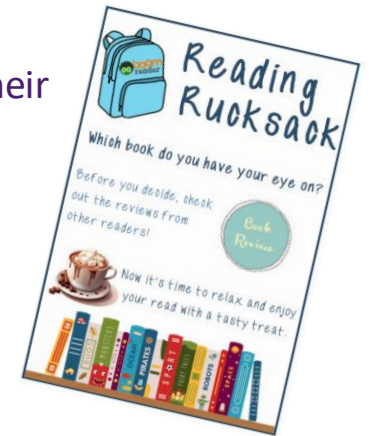
This system allows teachers to efficiently track reading at home and offer additional support and guidance when needed. As part of the Boom Reader system, children are able to log their own reading, collect gems to spend in the online reward shop and add accessories to their 'Boomer' avatar.

In the classroom, children's home learning is tracked and rewarded through our reading owls display. Children move their owl each time they read at home.

**3 reads = house point**

**5 reads = 2 house points and entry into the Reading Rucksack draw.**

One child each week receives the reading rucksack to take home and celebrate their reading success. This includes their personal choice of 3 books from the display, hot chocolate and a snack to enjoy at home.



As part of our house competition, children work together to each read 3 times per week. The class with the most children achieving this are awarded '**Reading with Fergus**' time, where our school dog joins them for their class story time




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# Reading for Pleasure

Library Areas

Ready Steady Read



Dear Parent/Guardian,

As part of our celebrations for World Book Day on Thursday 2nd March, we will be running a sponsored read between Monday 20th February - Friday 10th March.

The project is being organised in conjunction with our local Librarians Partner, and the money raised will go towards World Book Day 2023 for our school libraries and libraries in addition to the sponsorship money. Librarians will also donate up to 80% of the total raised as FREE BOOKS to the school. So, for every £100 raised, we will get an extra £200 in FREE children's books!

Our target is to raise £1500 in sponsorship money, with Librarians donating an additional £100 of books for free. This will give us a total of £2000 to spend on new books and resources for our children.

Please help us to enhance our reading resources for pupils by encouraging your child to spend a small amount of time each day either reading to themselves, to others, or being read to. They can read books, comics, magazines, newspapers, novels, websites, recipes, poems, letters, instructions - anything with words! Children can be sponsored per page, per minute or per book they have read.


The child who reads the most minutes, in each year group, will also have the opportunity to order a book of their choice as a prize!

If you are able to support our sponsored read, please look out for forms coming home on Monday 20th February.

Sponsorship money will be due in school on Friday 10th March. Please enclose your sponsorship form and cash in an envelope and hand to your child's class teacher or at the school office.

We look forward to having lots more books for your child to read, share and enjoy.

Miss Mathon  
Reading Lead



World Book Day



Bean Stalk

Book Corners

Vending Machines



Subscriptions



Teacher's Top 5



Class reader



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# Appendix Progression Documents

Year 1		
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>		
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	PA	
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	PA	
Being encouraged to link what they read or hear read to their own experiences	PA	
Learning to appreciate rhymes and poems, and to recite some be heart	PA	
Participate in discussion about what is read to them, taking turns and listening to what others say	PA	
Recognising and joining in with predictable phrases.	PA	
To discuss words meaning and link new meaning to those already known	V	
Draw upon knowledge of vocabulary to understand the text	V	
Checking that the text makes sense to them as they read and correcting inaccurate reading	V	
Discuss favourite words and phrases	V	
Use vocabulary given by a teacher	V	
Verbally and through	Begin to make inferences on characters feelings based on what they say and do	I
	Infer basic points with direct reference to illustrations and words in the text	I
	Discuss the significance of titles and events	I
Predict what might happen on the basis of what has been read so far – focusing on characters and plot	P	
Verbally make simple predictions based on own life experiences	P	
Contribute ideas and thoughts in discussions - express views about events or characters	E	
Link what they read or hear to their own experiences	E	
Clearly explain understanding of what has been read	E	
Answer a question about what has just happened in the story	R	
Develop knowledge of retrieval through images	R	
Recognise characters, events, titles and information	R	
Retrieve information by finding new words	R	
Recognise differences between fiction and non-fiction texts	R	
Retell familiar stories orally	S	
Sequence pictures based on a story they are familiar with	S	
Begin to discuss how events are linked	S	

Year 1 – Sentence Stems	
Activities to support understanding:	
<ul style="list-style-type: none"> <li>Model and demonstrate directionality and correct book handling</li> <li>Relate spoken words to written words in context</li> <li>Encourage children to act out parts of the story and retell the story in their own words</li> <li>Transcribe the children's oral responses into written ones</li> <li>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>Choral response – Encourage children to read as a group or popcorn ideas to share</li> <li>MTYT – Allow children to discuss in partners or read together</li> </ul>	
V	What does the word ..... mean in this sentence? Find and copy a word which means ..... Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?
I	What do you think ___ means? Why do you think that? How do you <u>think</u> ___? When do you <u>think</u> ___? Where do you think ___? How does ..... make you feel? Why did ..... happen?
P	Looking at the cover and the title, what do you think this book is about? Where do you think ___ will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might ___ say about that? Can you draw what might happen next?
E	Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why? is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not?
R	Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?
S	What happens in the beginning of the story? Can <u>you</u> number these events in the story? How/where does the story start? What happened at the end of the....? Can you retell the story to me in 20 words or less? What happened before that? Can you sequence the key moments in this story?



# Appendix Progression Documents

Year 2	
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	PA
Listening to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	PA
Being introduced to non-fiction books that are structures in different ways	PA
Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	PA
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - taking turns and listening to what others say	PA
Discuss and clarify the meanings of words linking new meanings to known vocabulary	V
Draw on what they already know or on background information and vocabulary provided by the teacher	V
Recognising simple recurring literary language in stories and poetry.	V
Discuss favourite words and phrases	V
Check that the text makes sense to them as they read – correcting inaccurate reading	V
Making inferences on the basis of what is being said and done	I
Use pictures and words to make inferences	I
Infer basic points and begin, with support, to pick up on subtler references	I
Asking and answering questions – modifying answers as the story progresses	I
Predict what might happen on the basis of what has been read so far - – focusing on characters, plot and language	P
Make predictions using their own knowledge as well as what has happened so far to make logical predictions with some explanation	P
Explain and discuss their understanding of books, poems and other material, both- those that they listen to and those they read independently	E
Express my own views on reading material	E
Make links between the book they are reading and other books that have read (GD)	E
Independently read and answer simple questions about what they have read	R
Recall significant events and key information from a range of texts	R
Monitor their reading, checking words that they have decoded to ensure they fit within the text they have already read	R
To retrieve information from a text to enable them to ask and answer questions.	R
Discuss the sequence of events in books and how items of information are related.	S
Retell using a wider variety of story language	S
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	S

Year 2 – Sentence Stems	
<b>Activities to support understanding:</b>	
<ul style="list-style-type: none"> <li>Relate spoken words to written words in context</li> <li>Encourage children to retell parts of the story from memory</li> <li>Transcribe the children's oral responses into written ones and model structures for answering question</li> <li>Always ask the children to explain their responses to questions – How do you know?</li> <li>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed</li> <li>MTYT – Allow children to discuss in partners or read together</li> <li>Ask children to become Reading Detectives and search for clues within texts</li> <li>Model reading strategies – re-reading for clarity and understanding</li> </ul>	
<b>V</b>	Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?
<b>I</b>	What do you think... means? Why do you think that? Why / How / When / Where do you think...? How has the author made us think that...?
<b>P</b>	Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?
<b>E</b>	What is similar/different about two characters? Explain why... did <u>that</u> . Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?
<b>R</b>	Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?
<b>S</b>	What happens in the story's opening? How/where does the story start? What happened at the end of the...? • What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?



# Appendix Progression Documents

Year 3 - Sentence Stems	
<b>Activities to support understanding:</b>	
<ul style="list-style-type: none"> <li>Transcribe the children's oral responses into written ones and model structures for answering question</li> <li>Always ask the children to explain their responses to questions – How do you know?</li> <li>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</li> <li>Relate the text type back to the writing the children have completed</li> <li>Model how to construct a summary of a text</li> <li>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</li> <li>MTYT – Allow children to discuss in partners or read together</li> <li>Ask children to become Reading Detectives and search for clues within texts</li> <li>Model reading strategies – re-reading for clarity and understanding</li> </ul>	
<b>V</b>	What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?
<b>I</b>	What do you think.... means? Why / How / What do you think...? Can you explain <u>why</u> ...? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time?
<b>P</b>	Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?
<b>E</b>	What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?
<b>R</b>	Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?
<b>S</b>	What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?

Year 3	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends - retelling them orally.	PA
Listen to, discuss and share opinions on a wide range of fiction, poetry, plays, non-fiction and reference books	PA
Show understanding of different texts through intonation, tone, volume and action	PA
To prepare and perform poems (including poetry learned by heart) and play scripts that show some awareness of the audience when reading aloud using intonation, tone, volume and action.	PA
Recognising some different forms of poetry	PA
Reading books that are structured in different ways and reading for a range of purposes	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and begin to build on their own and others' ideas	PA
Discussing their understanding of texts and begin to explain the meaning of words in context.	V
Begin to use dictionaries to check the meaning of words that they have read	V
Discuss words and phrases that capture the reader's imagination	V
Identify how language choices help build meaning	V
Find the meaning of new words using substitution within a sentence	V
Ask and answer questions of inference relating to characters' feelings, thoughts and motives from their actions	I
Make inferences about actions or events	I
Justify inferences by references a specific point in the text	I
Predict what might happen from details stated and implied and begin to select relevant information to support answer	P
Use relevant prior knowledge to make predictions and justify them	P
Use details from the text to form further predictions	P
Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books	E
Begin to identify how language, structure and presentation contribute to meaning of fiction and non-fiction	E
Identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts	E
To continue to make links between the book they are reading and other books that have read and begin to use appropriate terminology to when discussing (eg, character, plot, setting)	E
To retrieve information <u>from</u> a range of texts (eg, fiction, non-fiction and poetry)	R
Use contents pages, headings, subheadings and indexes to retrieve and record information	R
Apply the skill of 'skin and scan' to retrieve details	R
Begin to use quotations from the text	R
Identify main ideas drawn from more than one paragraph and begin to summarise these	S
Begin to distinguish between important and less important information	S
Give a brief verbal summary of a story	S
Identify themes from a wide range of books	S
Make simple notes from one source of writing	S



# Appendix Progression Documents

Year 4 – Sentence Stems	
<p><b>Activities to support understanding:</b></p> <ul style="list-style-type: none"> <li>• Transcribe the children’s oral responses into written ones and model structures for answering question</li> <li>• Always ask the children to justify their responses to questions – How do you know?</li> <li>• Create comparison grids for different fiction and non-fiction texts</li> <li>• Create semantic grids of texts to help to categorise key information</li> <li>• Write information gained from the text into a different context</li> <li>• Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</li> <li>• Relate the text type back to the writing the children have completed</li> <li>• Model how to construct a summary of a text</li> <li>• Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>• Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</li> <li>• MYYT – Allow children to discuss in partners or read together</li> <li>• Ask children to become Reading Detectives and search for clues within texts</li> <li>• Model reading strategies – re-reading for clarity and understanding</li> </ul>	
<b>V</b>	<p>Can you find the meaning of a word with a similar meaning in a dictionary or thesaurus?            What does this word/phrase/sentence tell you about the character/setting/mood?            By writing..., what effect has the author created?            Do you think they intended to?            What other words/phrases could the author have used here? Why? How has the author...?            Which word is closest in meaning to...?</p>
<b>I</b>	<p>What do you think... means?            Why do you think that? Could it be anything else?            I think... do you agree? Why / why not?            How do you think...?            Can you explain why...?            Can you explain why based on two different pieces of evidence?            What do these words mean and why do you think that the author chose them?            Find and copy a group of words which show that...            What impression of ...do you get from this paragraph?</p>
<b>P</b>	<p>Can you think of another text with a similar theme? How do their plots differ?            Which stories have openings like this? Do you think that this story will develop the same way?            Why did the author choose this setting? Will that influence the story?            What does this paragraph suggest what will happen next?            Do you think ... will happen? Explain your answers with evidence from the text.</p>
<b>E</b>	<p>What is similar/different about two characters? Did the author intend that?            Explain why... did that.            Describe different characters’ reactions to the same event.            Is this as good as...?            Which is better and why?            What can you tell me about how this text is organised?            Why is the text arranged in this way?            What is the purpose of this text and who is the audience?            How does the author engage the reader here?            Which section was the most ...? Why?</p>
<b>R</b>	<p>Find the... in this text. Is it anywhere else?            When/where is this story set? How do you know?            Find the part of the story that best describes the setting.            What do you think is happening here? Why?            What might this mean?            Whose perspective is the story told by and how do you know?            How can you use the subheading to help you here?</p>
<b>S</b>	<p>What is the main point in this paragraph? Is it mentioned anywhere else?            Sum up what has happened so far in X words/seconds or less.            Which is the most important point in these paragraphs? Why?            Do any sections/paragraphs deal with the same themes?            How might I record this to ensure the best possible outcome?</p>

Year 4	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	PA
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books	PA
To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience	PA
Recognising some different forms of poetry	PA
Reading books that are structured in different ways and reading for a range of purposes	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others’ ideas	PA
Checking that the text makes sense - discussing their understanding and explain the meaning of words in context.	V
Identify how language, structure and presentation contribute to meaning.	V
Discuss new and unusual vocabulary and clarify the meaning of them	V
Using dictionaries to check the meaning of words that they have read	V
Use a thesaurus to find synonyms	V
Discuss authorial choices of words and phrases that capture the reader’s imagination – explaining their effect	V
Ask and answer simple inference questions based on characters’ feeling, thoughts and motives	I
Infer character feelings, thoughts and motives from stated actions	I
Consolidate the skill of justifying by using specific references from the text	I
Use more than one piece of evidence to justify answers	I
Predict what might happen from details stated and implied and select relevant information from the text to support their answer	P
Use relevant prior knowledge to form predictions and justify them	P
Track predictions and compare them as the text develops	P
Identify how language, structure and presentation contribute to meaning	E
To continue to make links between the book they are reading and other books that have read and use appropriate terminology to when discussing (eg, character, plot, setting)	E
Confidently skim and scan texts to retrieve and record information from fictions and non-fiction	R
Use relevant quotes to support answers to questions	R
Asking questions to improve their understanding of more complex texts	R
To retrieve and record information from non-fiction using titles, headings, sub-headings and indexes.	R
Use skills developed in Y3 to write a brief summary of main points, identifying key information	S
Identify main ideas drawn from more than one paragraph and summarise these.	S
Identify themes from a wide range of books and begin to compare	S
Summarise which paragraphs, chapters or texts	S
Highlight key information and record it in bullet points, diagrams, maps etc	S



# Appendix Progression Documents

Year 5	
Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	PA
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas	PA
To confidently perform text (including poems learned by heart) using a wide range of devices to engage the audience and for effect.	PA
Recognising a wider range different forms of poetry	PA
Reading a wider range of books that are structures in different ways and reading for a range of purposes.	PA
Recommending books that they have read to their peers, giving reasonable justifications for their choices.	PA
Checking that the book makes sense, discussing their understanding and begin to explore meaning of words in context eg metaphors, idioms	V
Identify how language, structure and presentation contribute to meaning	V
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (GD)	V
Explore the meaning of words in context, confidently using a dictionary	V
Use a thesaurus to find synonyms of a wider range of words and investigate alternative word choices	V
Rewrite passages using alternative word choices	V
Read around a word and explore its meaning in the broader context of an extract or paragraph	V
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from more complex texts	I
Provide reasoned justifications for their own views on a range of texts	I
Infer character feelings, thoughts and motives from actions- justifying inferences with various pieces of evidence	I
Infer about actions, feelings, events or states – justifying inferences with various pieces of evidence	I
Begin to draw evidence from more than one place across a text	I
Use figurative language to infer meaning	I
Predict what might happen from details stated and implied, providing reasoned justifications for their views alongside relevant information from the text to support their answer	P
Track predictions to compare and modify them as the text develops	P
Provide increasingly justified reasons for views and begin to challenge the points of view of others	E
Identify, discuss and compare themes and conventions in and across a wide range of texts.	E
Provide reasons for authorial choices	E
Identify how language, structure and presentation contribute to meaning and begin to provide reasoned justification	E
Distinguish between statements of fact and opinion and provide reasoned justifications for their views	E
To continue to make links between the book they are reading and other books that have read and use appropriate terminology to when discussing (eg character, plot, setting)	E
Explain and discuss their understanding of what they have read, including through presentations and debates.	E

Year 5 - Sentence Stems	
<b>Activities to support understanding:</b>	
<ul style="list-style-type: none"> <li>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)</li> <li>Always ask the children to justify their responses to questions – How do you know?</li> <li>Ask children to keep a running response in their reading journal.</li> <li>Create comparison grids for different fiction and non-fiction texts</li> <li>Create semantic grids of texts to help to categorise key information</li> <li>Write information gained from the text into a different context</li> <li>Change part of the text from fiction to non-fiction and vice-versa.</li> <li>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</li> <li>Relate the text type back to the writing the children have completed</li> <li>Model how to construct a summary of a text</li> <li>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</li> <li>MTYT – Allow children to discuss in partners or read together</li> <li>Ask children to become Reading Detectives and search for clues within text</li> <li>Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</li> </ul>	
<b>V</b>	Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?
<b>I</b>	What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author? decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs?
<b>P</b>	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?
<b>E</b>	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?
<b>R</b>	Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?
<b>S</b>	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?



# Appendix Progression Documents

Year 6	
Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions and archaic texts	PA
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks.	PA
To learn and perform a wider range of poetry and plays which continually show an awareness of audience when reading out loud using intonation, tone, volume and actions.	PA
Recognising a wider range different forms of poetry	PA
Reading a wider range of books that are structured in different ways and reading for a range of purposes.	PA
Recommending books that they have read to their peers, giving detailed justifications for their choices.	PA
Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say and build on their own and others' ideas	PA
Checking that the book makes sense to them, discussing their understanding and explore meaning of words in context eg metaphors, idioms	V
Identify how language, structure and presentation contribute to meaning	V
Find, discuss and evaluate how authors' use language, including figurative, contributes to meaning or mood (GD)	V
Evaluate how the authors' use of language impacts upon the reader	V
Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph	V
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Providing more than one piece of evidence from across the text	I
Discuss how characters change and develop through texts by drawing inferences based on indirect clues	I
Make inference about events, feelings, states, backing these up with evidence	I
Provide reasoned justifications for their own views on a range of texts	I
Predict what might happen from details stated and implied, providing detailed and reasoned justifications for their views alongside relevant information from the text to support their answer	P
Confirm and modify predictions in light of new information	P
Identify, discuss and compare themes and conventions in and across a wide range of texts.	E
Provide increasingly justified reasons for views and challenge those of others	E
Provide reasons for authorial choices	E
Distinguish between statements of fact, opinion and bias explaining how they know this	E
Identify how language, structure and presentation contribute to meaning and provide reasoned justification	E
To compare characters, settings and themes across and within a text and across more than one text.	E
Identifying and discussing themes and conventions in and across a wide range of writing.	E
Explain and discuss their understanding of what they have read, including through formal presentations and debates.	E
Children confidently skim and scan and also use the skill of reading before and after to retrieve information (evidence from chapters)	R
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.	R

Year 6 – Sentence Stems	
<b>Activities to support understanding:</b>	
<ul style="list-style-type: none"> <li>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)</li> <li>Always ask the children to justify their responses to questions – How do you know?</li> <li>Ask children to keep a running response in their reading journal.</li> <li>Summarise each of the main characters and return and add to these as reading progresses.</li> <li>Create comparison grids for different fiction and non-fiction texts</li> <li>Create semantic grids of texts to help to categorise key information</li> <li>Write information gained from the text into a different context</li> <li>Change part of the text from fiction to non-fiction and vice-versa.</li> <li>Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text</li> <li>Relate the text type back to the writing the children have completed</li> <li>Model how to construct a summary of a paragraph, text, story.</li> <li>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</li> <li>MTYT – Allow children to discuss in partners or read together</li> <li>Ask children to become Reading Detectives and search for clues within text</li> <li>Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</li> </ul>	
<b>V</b>	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
<b>I</b>	What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question?
<b>P</b>	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?
<b>E</b>	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?
<b>R</b>	Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?
<b>S</b>	What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?

