

### Year 2

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<b>Sample question stems</b>
<b>V</b> <b>Vocabulary</b>	To check that the text makes sense to them. If it doesn't, then re-read it.	I can identify words which I am unsure of. I can read the rest of the sentence to help me decide what they word might mean.	I can discuss language and decide what it means.	Can you find a noun/verb/adjectives that shows you...? Why do you think the author chose this word to describe....? Find adjectives to describe....
<b>I</b> <b>Inference</b>	To be provided with a clue and make an inference, for example 'He is wearing a coat' so it must be cold.	To decide how a characters is feeling or know why they might do something, based on a clue in the text.	To look for clues in a text to tell me about a character's feelings, thoughts and motives.	What do you think .... means? When do you think? How do you think?
<b>P</b> <b>Predict</b>	To predict what might happen next.	To predict what might happen to a character, based on what I know about them.	To predict what might happen based on what I have read.	Where do you think... will go next? What will they say/do? How will this end?
<b>E</b> <b>Explain</b>	To know the word setting, character and plot.	To discuss what I liked or disliked about a text.	To discuss what I have read as a class.	What is the same/different about the characters? Explain why they did that.
<b>R</b> <b>Retrieve</b>	To know how to scan a text to find a key word.	To scan a text to find a key word to answer a question.	To retrieve information from a text.	Who is the main character? When/where was the story set? Tell me three facts you have learnt from the text
<b>S</b> <b>Summarise</b>	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	To discuss what happens in a text.	I discuss what happens in a text in detail.	What happens at the beginning, middle and end? What is the dilemma? Explain what happens in 1 sentence.

## Year 3

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	Sample question stems
<b>V Vocabulary</b>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>I check understanding in any book or text that I read.</p> <p>I know that there will be unfamiliar words in a text and I can identify them.</p>	<p>To discuss authors' choice of words and phrases for effect.</p> <p>To use dictionaries to check the meanings of words.</p> <p>I ask questions to ensure understanding of the text.</p>	<p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can understand that the vocabulary used gives an idea of the type of text.</p>	<p>What does this word/phrase/sentence tell you about the character/setting?</p> <p>What other words/phrase could have been used here?</p> <p>How has the author made you feel by writing?</p>
<b>I Inference</b>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>I know that the layout and organisation of a book helps me to understand it</p>	<p>What do you think....means? why do you think that?</p> <p>Why do you think...?</p> <p>Can you explain why....?</p> <p>What do these words mean and why do you think that the author chose them?</p>

<p><b>P</b> <b>Predict</b></p>	<p>To discuss predictions and make simple sentence recordings.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To predict what might happen from details stated and implied.</p>	<p>Can you think of another story with a similar theme?</p> <p>What stories have openings like this? Do you think the story will develop in the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p>
<p><b>E</b> <b>Explain</b></p>	<p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To identify how language, structure, and presentation contribute to meaning</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>What is similar/different about two characters?</p> <p>Explain why... did that. Is it as good as....?</p> <p>Which is better, why?</p>
<p><b>R</b> <b>Retrieve</b></p>	<p>To retrieve information from a text.</p>	<p>To retrieve and record information from a text.</p>	<p>To retrieve and record information including all relevant details.</p>	<p>Who are the characters in the text?</p> <p>When/where is this story set? How do you know?</p> <p>What part of the story best describes the setting?</p> <p>What do you think is happening here?</p>
<p><b>S</b> <b>Summarise</b></p>	<p>I can discuss and write down a short summary of a text, using one or two sentences.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>To identify main ideas from a paragraph and summarise in a few sentences.</p>	<p>I can identify main ideas drawn from more than one paragraph and summarising these in a small paragraph.</p>	<p>What happens in the stories opening?</p> <p>How/where does the story start?</p> <p>What is the dilemma in the story?</p>

## Year 4

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<b>Sample question stems</b>
<b>V Vocabulary</b>	<p>I can discuss a word in the context of a sentence to find meaning.</p> <p>To use dictionaries to check the meanings of words.</p>	To identify how language, structure and presentation contribute to meaning.	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>What does the word/phrase/sentence tell you about the character/setting/mood?</p> <p>What other words/phrases could be used here?</p>
<b>I Inference</b>	To discuss thoughts about how a character is thinking and feeling then record my views in a few sentences.	To use the text to support ideas gained from the text such as a character's thoughts or feelings.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	<p>What do you think... means? Why do you think that?</p> <p>I think... do you agree? Why/why not?</p> <p>How do you think...? Can you explain why...?</p> <p>What do these words mean and why do you think that the author chose them?</p>
<b>P Predict</b>	To make suitable predictions based on the text. An example could be about what happens next for a character.	To justify predictions from details stated and implied.	To make predictions that show evidence from the text.	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which stories have openings like ...? Do you think this story will Develop in the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p>

<p><b>E</b> <b>Explain</b></p>	<p>To read for a range of purposes.</p>	<p>To read books that are structured in different ways.</p>	<p>To refer to overall themes such as triumph of good over evil.</p>	<p>Describe different characters' reactions to the same event.</p> <p>What is similar/different about the two characters? Did the author intend that?</p> <p>Explain why... did that.</p> <p>Describe different characters' reactions to the same event. Is this as good as...?</p>
<p><b>R</b> <b>Retrieve</b></p>	<p>To retrieve and record information from the text.</p>	<p>To be able to efficiently locate and record key information from the text.</p>	<p>To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.</p>	<p>When/where is the story set? How do you know?</p> <p>Find the part of the story that best describes the setting.</p> <p>What is happening here? Why?</p>
<p><b>S</b> <b>Summarise</b></p>	<p>I can identify main ideas drawn from more than one paragraph and summarise these in a small paragraph.</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To identify themes and conventions in a wide range of books.</p>	<p>What is the main point in the paragraph? Is it mentioned anywhere else?</p> <p>Sum up what has happened so far in x words?</p> <p>which is the most important point in these paragraphs. Why?</p> <p>Do any sections/paragraphs deal with the same theme?</p>

## Year 5

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<b>Sample question stems</b>
<b>V Vocabulary</b>	To discuss vocabulary used by the author to create effect including figurative language.	To discuss the importance and use of vocabulary to enhance the context of writing.	To evaluate the use of authors' language and explain how it has created an impact on the reader.	<p>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 use here? Why?</p> <p>How has the author made you/this character feel by writing? Why?</p>
<b>I Inference</b>	To draw inferences from characters' thoughts and feelings and explain using text evidence.	To draw inferences from characters' feelings, thoughts and motives, and justify inferences with evidence.	To draw inferences from the tone of the text based on description created of the setting or characters.	<p>What do you think... means? Why do you think that? Could it be anything else? I think.... Do you agree? Why? Can you explain why....? What do these words means and why do you think the author chose them?</p>
<b>P Predict</b>	To make predictions based on details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and use evidence from the text to support this. Further explain reasons for your predictions.	<p>Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like ...? Do you think this story will Develop in the same way? Why did the author choose this setting? Will that influence the story?</p>

<p><b>E</b> <b>Explain</b></p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p>	<p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Able to identify features such as greetings in letters, a diary written in first person or the use of presentational devices such as numbering and headings.</p>	<p>What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different character's reactions to the same event. Which words do you think are most important? Why? What do you think the author meant by...</p>
<p><b>R</b> <b>Retrieve</b></p>	<p>To use a text to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To identify relevant information from a text, recording all necessary elements and facts.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>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?  Who is telling the story?</p>
<p><b>S</b> <b>Summarise</b></p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To identify themes and conventions in a wide range of books.</p>	<p>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 theme?</p>

## Year 6

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<b>Sample question stems...</b>
<b>V Vocabulary</b>	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	To distinguish independently between statements of fact and opinion,	To identify themes and conventions in a wide range of books.	<p>What does this word/sentence tell you about the character?</p> <p>By writing... what effect has the author created? Do you think they intended this?</p> <p>What other words or phrases could be used here?</p> <p>How has the author made you/the character feel?</p>
<b>I Inference</b>	To draw inferences from characters' feelings, thoughts and motives, and justify inferences with evidence.	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To provide reasoned justifications for their views.</p>	<p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>	<p>What do you think .... means? Could it be anything else?</p> <p>I think.... Do you agree? Why?</p> <p>Why do you think the author decided to....?</p> <p>Can you explain why?....</p>
<b>P Predict</b>	To make predictions based on details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and use evidence from the text to support this. Further explain reasons for your predictions.	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which stories have openings like ...? Do you think this story will Develop in the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p>



<p><b>E</b> <b>Explain</b></p>	<p>To listen to guidance on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p>	<p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>What is similar/different about the main characters? Did the author intend that?</p> <p>Describe different characters reactions to the same event.</p> <p>Which words are most important? Why?</p>
<p><b>R</b> <b>Retrieve</b></p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>Find the ... in the is text?</p> <p>When/where is this story set? Find evidence...?</p> <p>What do you think is happening here?</p> <p>Who is telling the story?</p>
<p><b>S</b> <b>Summarise</b></p>	<p>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To identify themes and conventions in a wide range of books.</p>	<p>What is the main point of the paragraph?</p> <p>What is the most important point in this paragraph? Why?</p> <p>Do any sections/paragraphs deal with the same theme?</p>



