

Questions you could ask
whilst reading to your child

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read out loud fluently and confidently, understanding how to use a range of punctuation. <i>Using commas, question marks and exclamation marks to vary expression. Respond to punctuation ie. Stopping at a full stop. Emphasising words in italics.</i></p> <p>I can use the context of the sentence to help me to read unfamiliar words. <i>Read the rest of the sentence back and see if you can work what that word could mean.</i></p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words. <i>Misprint Dismount Important. Discuss what the suffix or prefix means. What other words</i></p>	<p>I can identify the features of different text types. <i>How do we know this is nonfiction? Is this romantic fiction or action adventure? To which genre does this story belong? What other stories do you know with a similar genre?</i></p> <p>I can use a range of organisational features to locate information: <i>labels, diagrams and charts, subheadings. Can you use the subheadings to find the information on Tutankhamen?</i></p> <p>I can use alphabetically ordered texts to find information. <i>Dictionary, Thesaurus, Contents, Index, Encyclopaedia. Find words</i></p>	<p>I can justify inferences with evidence from the text. <i>How do you know the characters are feeling happy? Is there a word to tell us this is a serious issue?</i></p> <p>I can justify predictions with evidence from the text. <i>How do you know he's out to hurt someone? How do you know she's planning to have a great time?</i></p> <p>I can comment on how characters relate to one another. <i>What does Ellie think of Joe? Have the characters changed throughout the book? What did * think about * at the start of the book? How do they feel by the end of the book?</i></p>	<p>I can comment on the choice of language to create moods and build tension. <i>Why does the author use short sentences there? Why has that word got its own paragraph? Which words does the writer use to build tension?</i></p> <p>I can discuss words and phrases that capture the reader's interest and imagination. <i>Which adjectives put pictures in our minds here? Are there any words you can spot which you think are effective? Can you find a simile? Which are powerful verbs?</i></p>	<p>I understand what the writer might be thinking. <i>What does the writer think of eating vegetables? Does the writer want this to happen? How can you tell?</i></p> <p>I can begin to identify and comment on different points of view in the text. <i>What does the narrator want us to think? Does the narrator like this character?</i></p> <p>I can evaluate specific texts with reference to text types. <i>Is this a good action story? Why? Does this feel like a good adventure story? Does this story have a good ending? What other kinds of endings could the author of used? What</i></p>	<p>I can start to make simple connections between books by the same author. <i>What are Dick King Smith books usually about? What does Roald Dahl like to write about in his children's stories? Name and discuss similarities in authors style.</i></p> <p>I can start to recognise some features of the text that relate to its historical setting or its social or cultural background. <i>How can you tell the story is set in the past? What objects tell you this story is set elsewhere?</i></p> <p>I can retell some of the stories I am familiar with.</p>

<p><i>do you know that fall into the same family? What is the root word and what is its meaning?</i></p>	<p><i>using the above. How do they help? How are they different?</i></p> <p>I can tell you about what I have read and make prediction for the next chapter.</p>	<p>I can say how I would feel if I was in the character's shoes.</p> <p><i>How would you feel if someone did this to you?</i></p>		<p><i>other stories have a similar ending?</i></p>	<p><i>Fairy stories, Myths and Legends.</i></p>
----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------	-------------------------------------------------