





## 2a: Give/explain the meaning of words in context

### Questions:

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

### Activities:

- Find 10 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words.
- Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, shelter – She, he, helter...
- Find 10 adjectives in your book. Now try to use them in your own sentences Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word.
- Find 10 adverbs in your book. Put them in alphabetical order. List any key words or phrases from the book.
- Draw and label a picture of a setting from your story.
- Copy words and phrases from the book that help describe the setting.
- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character



## **2b: Retrieve and record information/identify key details from fiction and non-fiction**

### **Questions:**

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

### **Activities:**

- List all the characters that appear in the story.
- Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.
- Choose one character from the story. Find three things the author says about this character.
- Draw a picture of your favourite character. Label it with words the author uses to describe the character.
- Over what period of time does your story take place? 1 day, 1 week, 1 month, or possibly years?
- Draw a timeline to show the events in your story. Did the events take place in the order in which we're told them?
- Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Draw a bar chart to show the most exciting/dramatic parts of the story.
- Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.
- Write down some facts you have learned from your book. Make a fact file about a topic from your book.
- Make up some questions about your book. Give them to a friend and see if they can use the book to answer them.
- Create a true/false quiz about the book. Try the quiz out on a friend.
- Summarise the main things you have learned from this book



## **2c: Summarise main ideas from more than one paragraph**

### **Questions:**

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

### **Activities:**

- List the main events in the story.
- Summarise the main things you have learned from this book
- Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.
- Draw a story mountain or story map to show the events in the book.
- Draw a cartoon strip of the main events in the story.
- Sequence events from the story.
- Re-write the story in your own words Write a fact file about the main ideas from this book. Write a blurb for this book.
- Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school newsletter/website. Rewrite a section of your book as a play-script or as a text for younger children. Try to summarise the paragraph/chapter/book in 100 words or less.



## **2d: Make inferences from the text/explain and justify inferences with evidence from the text**

### **Questions:**

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

### **Activities:**

- Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view. How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?
- Write down three questions you would want to ask a character from the book. Now try to write their answers.
- Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.
- Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.
- Write three alternative titles for the book. Explain why you have come up with these titles. Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Write a telephone conversation between two characters from the book. Explain from where you have got your evidence.
- Write a letter from one character in the book to another. Explain from where you have got your evidence.
- Draw a chart to show how a character's feelings change over the course of a story.
- Write a missing scene for the story. This must be something that is implied in the text but which the author has left out.



## **2e: Predict what might happen from details stated and implied.**

### **Questions:**

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

### **Activities:**

- After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter.
- Write a blurb for the book. Think of what might have happened before the story took place. Write this in your own words.
- Choose a character from the book and say what you think would have happened if they had behaved/reacted differently.
- Choose a key moment from the story and change the event – what would have happened next? Has this book changed your mind about anything? Was there something that you thought was true/was going to happen but you've found out is false?
- Before finishing the story, what do you think is going to happen?



## 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

### Questions:

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

### Activities:

- Identify the organisational features (glossary, contents, index...) used by the author. How is it used to make the meaning of the text clear? What would happen if some of the features were missing?
- Identify different visual ways that the author has provided information (pictures, diagrams, photographs, line drawings...).
- Evaluate what the diagrams tell you that the words cannot.
- Could you find out all the information by looking only at the photographs? What is the value of the annotations?
- Look at the organisational features used by the author. Rank the features in order of importance and explain your choice.
- Create a quiz about the book which uses different organisational features. Challenge a friend to find the information using the different parts of the book.
- Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?
- Choose two books on the same topic and compare the way they are set out – what features are similar/different?



## **2g: Identify/explain how meaning is enhanced through choice of words and phrases**

### **Questions:**

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

### **Activities:**

- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character. Find descriptive words in the text.
- Use a thesaurus to find antonyms and synonyms for the words. Now try to use the new words in your own sentences. Evaluate which is more effective – the author's original choice or the new words you have found.
- Identify where the author has used figurative language. Evaluate the effectiveness of the language choices and the imagery created.
- How is the author trying to make us feel at this point? How does s/he achieve this? Are any words or phrases repeated? What effect does this create?





## **2h: Make comparisons within the text.**

### **Questions:**

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

### **Activities:**

- Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?
- Choose two books on the same topic and compare the way they are set out – what features are similar/different?
- Compare two characters from the story; how are they similar/different?
- Compare your book to another on the same topic; which do you prefer and why? Compare settings in the book. How do they work to support the emotions/storytelling at each point of the story?
- Draw pictures of different settings/different characters in the books and collect descriptive vocabulary from the text used to describe them. What similarities and differences can you find?
- Compare different chapters in the book. Look at the organisational features; how are they similar and different? Why has the author chosen to present the information this way? How does this organisation work to support the finding of information?
- Compare your book to a website on the same topic; which do you think gives better information and why?
- Compare this book to others by the author. Are there any similarities or differences? Was there a part of the story that reminds you of any other books you have read? Explain the connections.
- Does this writer have a website? Find out and see if you can find out about similarities and differences in the types of books they write.



## **Year group objectives and related questions**

### **Reading for pleasure**

- 1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
  - What happened in the story?
  - Where does the story take place?
  - Who is telling the story?
  - Can you find some words or phrases that tell you about this character?
  - How are you going to use this book to find out about...?
  
- 2. Reading books that are structured in different ways and reading for a range of purposes**
  - Why is the text arranged in this way?
  - Does the layout and colour of the text have an impact on the reader?
  - How are the beginning and end similar?
  - Is the order of events important?
  - What features make this book similar to (another text)?
  
- 3. Using dictionaries to check the meaning of words they have read**
  - Can you use alphabetical order to find this word in the dictionary?
  - Which of the meanings given is the correct one for this context?
  
- 4. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and re-telling some of these orally**
  - Where and when is this story/text set?
  - How does the writer show this? What effect does the setting have on the story?
  - How did this character respond to (an event)?
  - Can you use a particular action, or tone, to show this?
  
- 5. Identifying themes and conventions in a wide range of books**
  - What is the genre of this story? How do you know?
  - Have you read any other books in this series/by the same author/about this topic?
  - Do these texts share any common features e.g. language or theme?
  
- 6. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**
  - Whose 'voice' is the poem written in?
  - How could you show this in the way you read aloud? What does this poem make you feel?
  - Can you use intonation to demonstrate this?
  
- 7. Discussing words and phrases that capture the reader's interest and imagination**
  - What did you enjoy about this story?
  - What was the most exciting or interesting part? Can you explain why?
  - Which part of the story best describes the setting?
  - Can you identify words in the text which help the author create mood/effect?

## **8. Recognising some different forms of poetry (e.g. free verse, narrative poetry)**

- Did you hear any repeating patterns or patterns in structure in this poem?
- Does this poem tell a story?
- How does the author use the shape of the poem to reflect its meaning?
- Does the poem follow the pattern of natural speech?

## **Understanding texts**

### **9. Checking that the text makes sense, discussing their understanding and explaining the meaning of words in context**

- Drawing on what you know about this character already, does his response to (an event) make sense?
- Can the context of (an unfamiliar word) help you to understand what it means?
- Why is there a bullet point/exclamation mark/question mark here? What effect does it have?

### **10. Asking questions to improve their understanding of a text**

- If you could ask the characters in the story a question, who would you choose, and what would you ask?
- Using the information in this section, can you create questions for your partner?
- Can you note where the answers are?
- Is there a section of the text you don't understand? How could you find out what it means?

### **11. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**

- Can you choose a character and say what they felt/thought/did in response to events? How do you know?
- What does... tell you about how the character is feeling?
- How did this character's actions affect the outcome of the story?

### **12. Predicting what might happen from details stated and implied**

- Knowing what you do about (a character/an event), what might happen next? Why do you think this?
- If the story develops in the way you have predicted, how will (a character) respond?
- Can you find evidence in the text to explain why you think this is?
- How does the author indicate that (a character) feels excited/worried/scared?
- Does the author show this directly?

### **13. Identifying main ideas drawn from more than one paragraph and summarising these**

- Using your understanding of what happened, can you create a timeline of events?
- What are the main events in this chapter?
- Can you create a character profile using the key information in each paragraph?
- Does this help you see how the author has created imagery/tension?

### **14. Identifying how language, structure and presentation contribute to meaning**

- How are the beginning and end similar?
- Is the order of events important?
- Why do you think authors use short sentences?
- How do the illustrations/choice of font/bold type/italics contribute to the meaning?

### **15. Retrieve and record information from non-fiction**

- What is the text about?
- What type of text is it?
- Which subheading could you use instead of this one?
- What title could you give this text? When did (an event) first take place?
- Who were the key people involved?

## Discussion

**16. 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**

- What opening statement would you make in beginning a discussion about this text?
- What are the arguments for/against the subject of this text/story?
- Who would you recommend this book to?