

1a. Draw on knowledge of vocabulary to understand texts.

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- 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.? Can you find those words?
- Which words and /or phrases make you think/feel...?

1c. Identify and explain the sequence of events in texts.

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text.
- Summarise this story in 'x' words.
- Sort these sentences/paragraphs/chapter headings from the story.
- Make a table/chart to show what happens in different parts of the story.
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

- Where/when does 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 part of the story do you like best? What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?



| Content domain reference | |
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| 1a | draw on knowledge of vocabulary to understand texts |
| 1b | identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information |
| 1c | identify and explain the sequence of events in texts |
| 1d | make inferences from the text |
| 1e | predict what might happen on the basis of what has been read so far |



1d. Make inferences from the text.

- 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?



1e. Predict what might happen on the basis of what has been read so far.

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? What do you think will happen to the goodie/baddie/main character? Why?
- What will happen next? Explain why you think this.
- Can you think of another story, which has a similar theme? Do you think this story will go the same way?
- Which stories have openings like this?
- Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

2a. Give/explain the meaning of words in context.

- 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.?

2b. Retrieve and record information/ identify key details from fiction and non-fiction.

- Where/when does the story take place?
- 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?



2c. Summarise main ideas from more than one paragraph.

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- Summarise the story in 'x' words.
- 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?

2h. Make comparisons within the text.

- 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?



Content domain reference

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| 2a | give / explain the meaning of words in context |
| 2b | retrieve and record information / identify key details from fiction and non-fiction |
| 2c | summarise main ideas from more than one paragraph |
| 2d | make inferences from the text / explain and justify inferences with evidence from the text |
| 2e | predict what might happen from details stated and implied |
| 2f | identify / explain how information / narrative content is related and contributes to meaning as a whole |
| 2g | identify / explain how meaning is enhanced through choice of words and phrases |
| 2h | make comparisons within the text |

2d. Make inferences from the text/ explain and justify inferences with evidence from the text.

- 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?



2g. Identify / explain how meaning is enhanced through choice of words and phrases.

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- 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?
- Has the writer been successful in their purpose or use of language?
- 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?

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

- Explain a character's different/changing feelings/actions 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 theme/moral underneath the story?
- 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?
- Why has the writer written/organised the text in this way?

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

- Do you know of another story which deals with the same issues; 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?