Teaching Reading Skills at West Berry Federation

West Berry Federation

Reading skills is the ability of an individual to **read**, comprehend and interpret written words on a page of an article or any other **reading** material		
Skill	**Question starters**	**Activity ideas**
Decoding/ Retrieving *Use a range of reading strategies to work out or find any unfamiliar word*	**Retrieval** Find and copy a word that means…. Find a word or phrase that tells us …. Which paragraph tells us…? Which word suggests that…? Write down three things that we are told about… Where in the book would you find…? What was revealed at the end of the story (multi-choice question) What happened at/when…? Are these statements true or false? When/where was the story set? What did (character) do when? Where did……? What evidence is there to show that….? What helped the character to…? Give two reasons why… According to the text, how did…? Describe… Mime what happens when Where could the author have used a question or exclamation Fastest finger for grammatical features Find the key word/ phoneme/grapheme	Fastest finger (scanning the text) Create and answer true or false question Would I lie to you? /Call my bluff game Role play part of the story Fastest finger (words or grammatical features) How many question marks can you find? True or false questions Who am I describing How many words can we find that mean…? Finding information about a topic Draw a picture of

Infer *Point, Evidence, and Explanation to support*	**KS1:** Why did… happen? Why was he feeling…? Why is _____ a good name for this? How does _____ effect something else? Can we work out how? **KS2:** Can we work out how? How did _____ think/feel/respond? Why is _____ important? How did…? In what way does _____ think….? What does _____ think _____ is trying to say? Find and copy a group of words that mean? Why does _____ do this? Explain how _____ felt about…? What does this description suggest about the _____? How does the information tell you this? How did the characters actions affect the outcome of the story? How do the descriptions support the idea that a character can be conflicted? What makes you think this? How can you tell? Who would you like to meet, why? Why did the character behave in this way? Why?	Charades Hot seating KS2 children explaining and miming feelings and emotions.
Predict *Predict what might happen from details stated and implied based on:* - *themes* - *conventions* - *knowledge about the author* 　*genres*	**R/KS1:** What do you guess could….? What might happen when ...? what might happen if….? What do you think will happen? What do you think the next step will be? What sentence or phrase do you think will come next? What do you think this character will do/say next? How do you think this will end? **KS2:** Based on what you have read, what might happen next? Based on what you have read, how do you think this will end? Give evidence from the text. If …...changes, how will this affect the outcome? What features might you expect to see next in this text? Based on what you know about ….. how do you think the author will develop the story? Can you make a list of details to support your ideas about…..?	Draw what you think will happen next. Role play what you think might happen. Read part of the story, children tell/write the next part of the story (e.g. the ending) Role play predictions Hot seat character predictions Write the next part of the story in the same style as the author. List your ideas about.. Stop at intervals to ask what might happen next. Ask for evidence from text for children's predictions.

Clarify *Explore and explain the meaning of words in context.* *Distinguish between fact and opinion.* *Clarify concepts and ideas at sentence, paragraph and whole text level.*	Children giving their opinion: Who is your favourite character? Why? Why do you think everything in the description of the house is grey? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? What has hooked you into this story? What is a homonym *(words that sound the same, spelt the same but have different meaning depending on context)* homophone *(words that sound the same but are spelt differently and have different meanings)* Homograph *(words that spelt the same pronounced differently and mean different things)?*	Use dictionaries to check the meaning of words. Decide on whether statements are fact and opinion. Either by ticking a fact or opinion box or teacher reading out a statement and children agreeing on fact or opinion. EYFS/KS1 True or false? Red Riding Hood is going to visit Auntie Pat. Homonym/Homophone Hunter Discuss favourite books and their opinions on it. Discuss favourite characters.
Question *Ask and answer questions to improve understanding of themes and authorial intent.*	Why do you think the author used.....? How do the illustrations/ choice of font/ bold/ itallic contribute to the meaning? How does the title engage the reader? Give examples of words chosen by the author - are they effective? Why did the author use that word? i.e to describe a character. What impression does the author want you to have of this character? How do you know? Does the author have a viewpoint of....? How does he/ she show this? Is the aim of this text to persuade or inform you?	Compare and contrast books by the same author.
Summarise *Identify and summarise main ideas from across a text.* *Identify key details that support main ideas using quotation for illustration* *Retrieve, record and present key information from non-fiction.*	What impressions do you get? (What is happening, how are they feeling? KS1) What was revealed? (What was the surprise?) KS1 What is the main theme? What is the main argument? What is the main message in the paragraph? What has just happened? KS1 What is the important message/s in the book? How does this relate to our school values? Can you describe what has happened? What sticks most in your mind about the story? How would you sum up the story? Is there a message or moral in the story? Why is this happening now? What is the message or moral to the story? Link to Values Can you describe what happened in the chapter?	Spider diagram See it from both sides/ discussion speech bubbles Story map cartoon strip Role play what has happened Write a blurb How do you know? ask a friend role play/ draw it/ puppets Draw a poster Story map/ grid/ characters/ setting/ emotions/ Discuss as a class/ refer to Values Mind map/ Charades

Lang for effect *Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.*	How does it make you feel? Why? What words are used to make this happen? Can you think of any words or phrases the author could have used to describe this? Can you find any noun phrases? Can you find any adverbial phrases? Can you find any prepositional phrases? What does this word/phrase tell you about_____?	Noun Hunter (KS1) Noun Phrase Hunter (KS2) Verb Hunter (KS1) Adverbial Hunter (KS2) Hot seating the author Focus for the week - e.g finding expanded noun phrases - children write any they find on a Post-Its Synonym Suggestion Antonym Suggestion Hot seating the author
Themes and convention s Identify, discuss the themes and conventions of a range of texts.	When thinking about conventions think **KAG – Key features, Author, Genre. These are things that are SIMILAR** across a range of linked books. *A 'theme' is specific to that story i.e. love, death, coming of age, power & corruption, survival, courage & heroism, prejudice, individual vs society, war* *Conventions are a bit like key features – they occur in similar books and help you think about what to include if you are writing a certain type of text. The best example for this is a traditional fairy tale – what always appears in well-known fairy-tale? What would any convention of e.g. Julia Donaldson's books for younger readers be? (rhyming, talking animals)* Can you find extracts that deal with the theme of…? Which conventions of genre X has the writer used? (Compare with exploration question – 'based on what you know so far, which genre do you think the book fits?') What big ideas are there in the text? What is the writer suggesting about X? How is the theme of X presented within the text? What are the writer's views on X? What was the underlying theme of..?	