

Reading Knowledge and Skills Progression – KS2

National curriculum expectations:

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Reading National curriculum objectives are taught both discreetly through the school ‘Whole Class Reading’ approach, and through writing lessons and story time, that are underpinned by high quality texts. As per the reading framework, although we refer to individual reading domains (retrieval, inference, vocabulary etc), these are taught in a collaborative manner due to all reading skills being used in tandem. These will be discussed throughout lessons so children have a solid knowledge of the reading skills they are using throughout the reading process. Individual reading objectives from the NC are taught in an ongoing manner throughout the school year so they can be recapped and consolidated regularly.

Progression in knowledge from EYFS to Year 6

	EYFS	Year 1	Year2	Year3	Year 4	Year 5	Year 6
Word Reading (including decoding)	• Uses phonic knowledge to decode and reads them aloud accurately • Reads some irregular words	• Uses phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs • Accurately reads all 40+ phonemes • Some common exception words read automatically • Reads fluently and confidently with books that match phonic level.	• Most words read fluently with familiar words attempted using decoding. • Recognise that graphemes sometimes have more than one sound. • Common exception words read automatically • Reads fluently and confidently with books that match phonic level.	• Most words read fluently with familiar words attempted using decoding. • Common exception words read automatically including those with unusual spellings and sounds.	• Reading aloud demonstrates fluency and expression • Discusses how knowledge of root words, prefixes and suffixes supports them in understanding the meaning of new words • Common exception words read automatically including those with unusual spellings and sounds.	• Effectively uses a range of strategies to appropriately access different types of text • Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words	• Effectively uses a wide range of strategies to appropriately access different types of text • Accurately applies knowledge of morphology and etymology to gain meaning of new words
Engagement with a range of text types/stimuli	• Joins in with familiar stories, poems, rhymes etc. • Anticipate key events within a story. • Demonstrates understanding when talking to others about what they’ve read	• Listen and discuss a range of stories, poems, rhymes, images, videos, and non-fiction texts. • Justify why a certain book has been chosen. • Listen and discuss a range of texts, ask questions,, and listen to others thoughts about them.	• Listen and discuss a range of stories, poems, rhymes, images,, plays, videos, and non-fiction texts. • Responds to text discussing Preferences with reference to favourite characters and to books with similar themes • Appreciates and recites some poems with appropriate intonation • Explains and discusses their understanding of	• Listen to and discusses a wide range of fiction, poetry, plays, non-fiction books • Makes choices about which text to read based on prior reading experience, identifying themes and conventions within these	• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction books • Declares and justifies personal preferences for writers and types of overall text • Offers personal opinion on characters’	• Reads widely and frequently outside as well as in school, for pleasure and information • Reads and discusses wide range of fiction, poetry, plays, non-fiction books • Decides on the quality and effectiveness of a text by skimming to gain an impression • Recommends books	• Articulates personal responses to literature identifying how and why the text affects the reader, providing reasoned justifications for their views • Participates in discussion about books, building on their own and others' ideas and challenging views courteously

			books, poems and other texts which are read to them		feelings, thoughts and motives from their actions, justifying with evidence	that they have read and give reasons for their choices	Explains and discusses reading through debates and presentations maintaining focus on the topic
Literal understanding and retrieval	Reads and understands simple sentences	- Recall and retell familiar stories. - Retell information that has been read and link this to other parts of a text. - Can locate simple information accurately most of the time.	- Generally accurate literal understanding of whole texts - Accurately identifies sequence of events in text - Make reasonable links between events and information	- Generally accurate overall understanding of texts read; both whole and parts of texts - Clearly summarises the main ideas within text read - Beginning to recognise and locate specific conventions within given texts	- Clear understanding of texts read and able to locate information from different parts of the text - Clearly summarises the main ideas within specific chapters and paragraphs - Awareness and identification of some different conventions used across a range of texts	- Moves easily across a text in order to locate information to answer questions - Accurately summarises the main and supporting ideas within specific chapters and paragraphs - Recognises the key conventions used across particular text types - Accurately identifies the purpose of different texts	- Moves easily across and between texts in order to compare and locate information - Accurately summarises the most relevant points and supporting ideas across specific paragraphs - Recognises the key conventions used across all text types
Inference		- Begin to make simple inferences from images and texts. using prior knowledge. - Use what has been read to predict what will happen next. - Identifies new and unfamiliar words	- Identifies the meaning of unfamiliar words - Makes accurate predictions using prior knowledge - Asks relevant questions based on a text/image/video etc. - Make simple inferences and explain why with some level of accuracy.	- Make reasonable predictions based on what has been read, watched or listened to. - Basic recognition of themes across a variety of stimuli - I can explain my opinion using some evidence.	- Simple themes identified within similar texts - Deduces and infers information on a text used evidence to back up opinions - Make reasonable predictions from what has been implied from the text	- Themes identified and evidenced from within a text, image or video. - Inferences are always backed up with evidence from texts, images or video to validate facts and opinions	- Begins to identify different layers of meaning, suggesting different themes - Accurately and consistently infer and deduct information using evidence to validate throughout.
Language and presentational features		Identifies some key features of the text including main events, the order of events and language used.	Begin to explain some organisational features, awareness of how different texts are structured and can locate where words are used for a certain effect.	- Identifies key organisational features of a text, identifies words and phrases which engage the reader - Comments on general text structure and presentation	Identifies and determines reasons for authors' language choices which engage the reader Comments on specific aspects of text structure and presentation features	Awareness of authors' viewpoint, Main organisational features identified; including those related to specific text forms Begins to use technical language to explain language features	- Awareness of different view points within texts - Identifies the organisational features used by the author to engage and provide specific information to the reader - Accurately uses technical language to explain authors' choice of language

Examples of progression in questioning across each year group

Reading Progression (A.R.E.)	EYFS2	1	2
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National Curriculum: - Yr.1. Discusses word meanings, linking new meanings to those already known. - Yr.2. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. - EYFS (‘Development Matters’) Recognises familiar words and signs (L:R 30-50 months)	- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.	With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.	- Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.
Reading Domain (Questions): - Draw on knowledge of vocabulary to understand texts (1a)	- What does the word XYZ mean? - Can you find a word that means the same as...? - What can help you understand the tricky word XYZ? - How has the author made you feel happy/sad? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad? - What word in the text tells you...?	- What does the word XYZ mean? - What other word/s could the author have used to say/explain...? - Can you find a word that means the same as...? - What clues are around the sentence (before/after) which might help you understand the word? - How has the author made you feel happy/sad/angry? - Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad/angry? - What word in the text tells you ...? - The author uses the word ABC to describe XYZ, what does this tell you about... ?	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you tell me another way of saying_____? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase? - How has the author made you feel happy/sad/angry? - Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? What does this make you think? - How has the author made the character seem happy/sad/angry? - What word in the text tells you ...? - The author uses the word ... to describe ..., what does this tell you about XYZ?
Examples of children’s responses:	- In the story ‘Jack and the Beanstalk’, the child says that the word ‘chopped’ means the same as ‘cut’. - In the story ‘Goldilocks and the Three Bears’, the child explains what the phrases ‘just right’ means. - “The author says that Bill was dancing. This means he was happy.” - “The author uses the word ‘spooky’. This makes me feel scared.”	- When asked for the meaning of ‘glad’, the child can work out the meaning from the context of the story (i.e. happy or pleased). - “It makes it makes me feel a bit sad and scared, when the author used the word ‘gloomy’.” - “The word ‘speedily’ means the same as ‘fast’.” - “The author says that Susie is ‘tearful’, this tells me that she is feeling sad.”	- The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset). - When asked to find a word that means the same as ‘grabbed’, the child can point to the word ‘snatched’. - “The author says that the character ‘tiptoed across the hallway’ – This means that the character doesn’t want to get caught.”
National Curriculum: - Yr.1. Discusses the significance of the title and events. - Yr.2. Becomes very familiar with key stories (fairy stories and traditional tales), considering their particular characteristics. - EYFS (‘Development Matters’) Listens to stories with increasing attention and recall; Describes main story settings, events and principal characters (L:R 30-50 months)	- Retrieves information from pictures in a book, in response to a simple question. - Says something about who was in a story, what happened and/or where it took place.	- Answers simple ‘how’ and ‘why’ questions, based on an event in a text (where the answer is clear within the story read). - Identifies and links two significant events in a story they have read.	- Understands simple cause and effect in texts, where the link is clearly stated or suggested. - Explains why a character thinks/feels/behaves in a specific way (based on an event within the text).

Reading Domain (Questions): - Identify and explain key aspects of fiction and non-fiction, such as: characters, events, titles and information (1b)	- What is the title of the book? - Who is in the story? - Which characters are in the book? - Where do the characters go? - What happened in the story? - What has happened in the story so far? - Can you tell me the main parts of the story in the right order? - What do the pictures tell us about...? - What is the main character like? - Where is the story set? - How does the contents page help me to find information in this book?	- What do you think the title might tell us about the story? - Is this a good title for this book? Why? - What happened in the story? - 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? - What part of the story do you like best? Why? - What are the main events that happen in this story? - Where in the book would you find XYZ? - How does the index/contents page help me to find information in this book? - Is this a fiction or a non-fiction text? How do you know?	- Where/When does the story take place? - Who are the characters in the story? - Can you name the key characters? Why are they important to the story? - What did the character look like? - Where did the character live? - What did the character do when _____? - How do the title/contents page/chapter headings/index/ glossary, etc... 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? - Which part of the story best describes the setting? - What part of the story do you like best? Why? - Can you tell me 3 interesting facts you have learnt from the text? - How does the index/contents page help me to find information in this book?
Examples of children's responses:	- In response to the story of 'Goldilocks and the Three Bears', the child can say why Baby Bear's chair was broken or why Goldilocks was scared and ran away from the house. - Answers literal questions, for example: <i>What did Goldilocks do? Why did Baby Bear cry? Where did the bears find Goldilocks?</i>	- Answers simple questions such as: <i>Why did Goldilocks sit on all three chairs? What did Bill say on page 7? How did Jack climb up to giant's castle? Why did Jack sell the cow for beans?</i> - "The 'Contents page' tells me which pages I can find information about different things."	- In the story of 'Little Red Riding Hood', the child can explain why the wolf dresses up as grandma or how mum might feel when she hears about what happened to LRRH at grandma's house. - In a non-fiction text, the child can say why a bird's hollow bones help it to fly.
National Curriculum: - Yr.1. Discusses the significance of the title and events. - Yr.2. Discusses the sequence of events and how items of information are related. - EYFS ('Development Matters') Beginning to be aware of the way stories are structured; Listens to stories with increasing attention and recall (L:R 30-50 months)	- Remembers 2 or 3 events from a familiar story (in the correct order).	- Retells familiar stories, in the correct order, from those they have heard (or have read). - Retells the key points of a shared story.	- Retells the key events, in the correct sequence, from the story they are reading.
Reading Domain (Questions): - Identify and explain the sequence of events in texts (1c) (Summarise)	- What happened at the beginning of the story? - What happened next? - How did the story end?	- What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph.	- What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph.
Examples of children's responses:	- In response to the story 'Little Red Riding Hood', the child can say where we meet the wolf first and where he goes afterwards. - In response to the story 'Goldilocks and the Three Bears', the child can recall that Goldilocks first eats the porridge, then sits on the chairs and finally sleeps in the bed.	- The child can retell the main events of a story. For example: The wolf tried to blow the straw house down, then the house of sticks, before trying to blow the down the house of bricks. Finally, the 3 little pigs frighten the wolf away. - Teacher asks: "Tell me what happens with the 3 little pigs and the house of bricks." - Child: "The wolf tries to blow it down, but can't. So he climbs down the chimney. The 3 little pigs put a pot of hot water at the bottom so he burns himself and runs away."	- The child can give a simple summary of a story, from its beginning, the problem, and how it ends. - The child can answer simple questions about significant events in a story. For example: <i>Why couldn't Cinderella go to the ball? How did Cinderella manage to go to the ball? Why didn't the stepmother want the prince to try the shoe on Cinderella?</i>

Reading Progression (A.R.E.)	3	4	5	6
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National Curriculum: - Check that the text makes sense, discussing understanding and explaining the meaning of words in context (<i>Clarification</i>)	- Uses text before and after the unknown word to make a sensible guess about its meaning - Uses developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses knowledge of how a dictionary is structured to find out the meaning of new words	- Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary to check the meaning of new vocabulary	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)
Reading Domain (Questions): - Give/explain the meaning of words in context (2a)	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase?	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What does this figurative phrase (simile/metaphor/ personification) mean?	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - Can you explain the dictionary definition of the word... in your own words? - Explain 2 things that the word XYZ suggests.	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - What does the idiomatic phrase... mean? - Which words in the thesaurus most closely give the same meaning of the word... in the present context?
Examples of children's responses:	- "'Joyful' means the same thing as 'happy'." - "I think the word 'scramble' means 'struggling' to 'climb' because it uses these words within the same paragraph." - When asked to find the word 'squabble,' the child finds the letter 'S' in the dictionary and then finds the correct word before reading the definition aloud.	- When the child comes across an unknown word, they can find the word in a dictionary (with very little support), and use the definition to explain what the word means. - "The simile 'as high as a skyscraper' means that the fence was really high because skyscrapers are really tall."	- "The author uses the word 'sullen' to help us understand how sad the character is." - "'Complex' is a synonym for the word 'difficult'." - When the child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means in their own words.	- "'Disturbed' is a synonym for 'feeling unsettled' or 'unhappy'." - "'Driving me round the bend' means that the character is being made to feel confused and annoyed." - The child can use the dictionary to work out the meaning of the word 'fraudulent', and they can use their own words 'something that is dishonest or illegal' as a synonym.
National Curriculum: - Retrieve, record and present information (from fiction and non-fiction)	- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.	- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way in which they could record the information they have discovered.	- Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. - Select and sort information from a range of sources and, with minimal support, record this information.	- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. - Start to select information independently from more than one source and often summarise it (in note form).
Reading Domain (Questions): - Retrieve and record information and identify key details from fiction and non-fiction (2b)	- How do the title/contents page/chapter headings/index/ glossary, etc... 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? - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? - Who are the characters in the book? - What part of the story do you like best? Why? - Who do you think is the most interesting character? Why? - Where would you look to find information about...?	- How do the title/contents page/chapter headings/index/ glossary, etc... 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? - Where in the book would you find...? - What part of the story do you like best? Find evidence to support your opinion. - Can you find evidence from the text which shows us that the character is feeling excited/angry/guilty?	- How do the title/contents page/chapter headings/index/ glossary, etc... 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? - What do you think about the way information is organised in different parts of the text? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Which part of the story best describes XYZ? Explain why.	- Why has the author organised the information like this? - 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? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere change/character realise.../action heighten? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Why did (character) do ...? What effect did this have on the story? - Can you give two reasons why (character) does / does not like ...?
Examples of children's responses:	- "The glossary helps me to understand what tricky words mean that I don't understand by myself." - With some support, the child can answer question such as: 'Can you explain where brown bears hibernate during the winter?' - When asked to explain where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information. - "My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny!"	- When asked to find a piece of information from a book, the child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. - The child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart. - "I like it when Sara says 'I will never do it again' because it shows how sorry she is for her mistake."	- The child can quickly find information on a history topic on the 'Egyptians' by using library books, websites, maps and information leaflets, and with support can make notes of key points. - When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can explain/present this information to others. - "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept."	- When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it succinctly. - When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes. - When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form. - "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening."
National Curriculum: - Identifies main ideas (drawn from more than one paragraph) and summarises these	- Explains the main idea from the paragraphs just read	- Identifies the main ideas and key events from across a range of paragraphs	- Summarises the main ideas and themes explored within the wider text - Identifies at least one key detail which supports their thinking	- Summarises the main ideas and themes explored across the whole text read - Identifies key details which supports their thinking

Reading Domain (Questions): - Summarise main ideas from more than one paragraph (2c)	- What's the main point in this paragraph? - Summarise the key point of this paragraph. - What is the most important event that has happened so far? Why? - What happened first in this chapter/the story? - How did the story end?	- What's the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of... and why? - How would you describe the beginning/middle/end of the story in 3 sentences?	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of... and why?	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/ section? - How would you describe the personality of... and why?
Examples of children's responses:	- "The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour." - "I think the most important thing so far is that the egg has hatched because this shows us that the chick is alive and safe." - "The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong."	- "I think that the most important point is that children should be safe when crossing roads, as it tells us about the accidents that happen and where you should cross roads safely." - "At the beginning of the story: Kit had lost the key to his new house; felt a range of negative emotions (panic/confusion); and he began to explore various places he might have left it."	- "In summary, this chapter is about loss, hope and friendship." - "Mrs Cox feels 'lonely' and 'desperate to make friends' as she sits alone and stares out of her window, watching the world go by every day."	- "This story is primarily about the relationship between a father and son, and how important this bond is throughout life." - "The subtitles I would give these three paragraphs are: Habitat, Diet and Behaviour."
National Curriculum: - Draws inferences (such as inferring feelings, thoughts and motives from their actions), justifying inferences with evidence	- Makes straightforward inferences (inferring character's feelings, thoughts and motives) based on a single point of reference (about the character's actions and/or what they say) from the text	- Makes inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	- Makes inferences drawing on evidence from across the text	- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
Reading Domain (Questions): - Makes inferences from the text/explain and justify inferences from evidence from the text (2d)	- What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you feel ...? - What makes you think that...? - How can you tell that...? - What is the main theme of the story? - Which specific word/phrase in the text creates a happy/sad/scary mood? - What makes this a successful story? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?	- What makes you think that...? - How can you tell that...? - How does the character behave to make you think that...? - What evidence from the text can you give (from at least 2 different points) to support your thinking? - Can you find the place in the text where it reveals that the character is thinking/feeling...? - Can you find an example which shows where the main character is acting brave/foolish? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...?	- What makes you think that...? - How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what... (phrase/word) suggests about... character/setting/action? - How does the blurb build up excitement and interest? - Which words/phrases does the author use to let us know how the main character is thinking/feeling? Explain. - How did the character's behaviour at this point, effect what happened later in the story? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?	- What makes you think that...? - How can you tell that...? - Explain what... (phrase/word) suggests about... character/setting/action? - What motives do you think the character had behind...? Explain. - What assumptions can you make about...? Why? - How does the author indicate that the character feels downhearted/anxious/frustrated/regretful? - Can you find a quotation from the text which reveals...? - Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?
Examples of children's responses:	- The child can answer questions such as: 'Why did Coraline slam the door on her 'other' mother? How was she feeling?' (when the answer is not stated directly in the text). - In a story where a character has misunderstood a situation, the child can answer the question: 'What did Laura think was happening?' - "I can tell that Jo is 'anxious' because she is biting her nails while her hands are shaking."	- The child can answer inferential questions, e.g. 'How do you think Isaac felt when he stayed over at his friend's house for the first time?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says he kept asking what time it was, so he must be wanting to go home soon.' - "I think that the wind was blowing hard because it says it 'howled' and later tells us it 'destroyed the old tree.'"	- The child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen from children's drawers, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer. - "The word 'trudging' suggests that the soldier is struggling to walk across the muddy field." - "The word 'tranquil' tells us that the place is calm and peaceful."	- In discussing a story, the child might point out that Emily helped the elderly woman to her feet after her fall, but that was only so people would think she was a kind, helpful girl. - The child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.