Ashbourne Primary School

Reading & Phonics Scheme

Our English Intent

Our work is underpinned by our vision 'Excellent effort always matters'. Our Three Golden Threads run through our entire curriculum and our PRAISE aims are at the heart of every lesson our focus on the removal of barriers to learning is firmly embedded into all areas of the English . At Ashbourne Primary School, we believe that a quality English curriculum should develop the children's love of reading, writing and discussion. One of our Golden Threads is Language and Literacy. This is explicitly taught across all subjects through reading, talk and writing, ensuring all pupils can access, retain and apply knowledge effectively.

We intend to provide an English curriculum which inspires a love and enjoyment of reading as well as being a tool to access information and to communicate with the world. We aim to provide the foundation for reading through phonics in order for children to read fluently and widely and be able to express their preferences and opinions about the texts that they have read. We want our pupils to read for pleasure, having being exposed to a wide range of text types, genres and authors throughout the curriculum.

We want our pupils to understand that Writing is also a tool for communication, through which their voice and ideas can be heard. This is demonstrated through our text-based approach to teaching. We aim to provide pupils with opportunities to access a range of high-quality texts and authors and knowledge of how they can continue to access these resources when they leave our school. English enrichment opportunities are also used to demonstrate that Reading and Writing do not always have to take place within the confines of a classroom.

It is our intention that after completing the English curriculum at our school, pupils will have developed their skills and confidence to tackle a range of texts and to write for a variety of purposes and audiences, so they can effectively communicate with the wider world.

Our Reading Rationale

At Ashbourne Primary School, Reading is an integral part of the school curriculum. We aim to install a love of reading in all children. Our aim is to equip all children with the necessary skills needed to become to fluent and confident readers. We understand the fundamental importance that reading has on a child's ability to access the wider curriculum, make progress and ultimately succeed in life.

We teach children both how to learn to read and to read to learn. Learning to read focuses primarily on the phonics skills of the children and being able to decode and blend sounds to read. This also includes alien words and high frequency words. Reading to Learn focuses primarily upon the reading skills children require to read for pleasure and to develop subject knowledge. These reading skills are taught explicitly in our daily guided reading and whole-class reading lessons which are in groups or whole class. We plan our English lessons around high quality core texts, which also link to the topics and themes for that term.

We are keen to share books in every aspect of the curriculum and therefore each year group shares a selection of high-quality texts every half-term. Our approach is to immerse children in a range of class texts, exploring the ways authors use language to develop our children as writers. Please see our Reading Spine for the books we will be sharing in each year group. This reading spine is intended to offer our children a core bank of texts that ensures they experience a range of high-quality texts and authors during their time at school. We have ensured that the texts we have chosen are engaging and encourage enjoyment of reading.

Reading for Pleasure

At Ashbourne Primary School, we believe reading for pleasure is incredibly important. All classes have a dedicated 'Class Storytime' at the end of every day, this is a non-negotiable timetabled slot. During this time, staff read aloud to the children uninterrupted. The focus for these Reading for Pleasure sessions is the children's enjoyment of reading. We want to ensure that our story times foster excitement about books with the children.

We feel that the children should be involved with selecting our class storytime books. In each classroom, there is a 'Voting Area', where each day the children are able to choose either the story that is read that day or how the story is read that day (E.g. In front of the fire, in the reading area, in the outdoor environment etc). This also promotes one of our British Values, Democracy.

Library Time

Every week or every fortnight, children have the opportunity to visit our school library. Children are encouraged to borrow a book from our school library to take home and read for enjoyment.

Each classroom has a class library where a small selection of carefully chosen books are available for the children to browse and choose from. These books include a mix of genres that are relevant to the children's interests and backgrounds. Class topic books are also displayed each half-term and children are encouraged to browse and read these.

Reading Rewards and Incentives

At Ashbourne Primary School, all children are encouraged to read at home at least five times a week.

If the children read at home at least 5 times a week and a comment is made in the reading diary, they will receive a reading voucher. This will then go into a prize draw in our 'Golden Box'! During our Celebration Assembly on a Friday, one token will be picked out at random of the golden box and the child on the winning voucher will win a BRAND NEW BOOK to keep! We have a huge selection of books for all ages and interests for the children themselves to choose from and this is selection is updated regularly.

Reading Corners & Displays

In classes and around school, we have many areas dedicated to promoting reading. Each class has an inviting reading corner where a small selection of carefully chosen books are available for the children to browse and choose from. The Pawsome Gang members will be displayed in all classrooms for children and teachers to refer to. All classes have a reading display to track our reading over the school year, this is called 'Our Reading Journey'. Book covers are displayed, showing which texts have been read and are being read in each class. This includes books shared during reading session, literacy lessons and class story times.

Reading Assessment

Children in Reception are assessed against the Early Learning Goals for 'Comprehension' and 'Word Reading' on the EYFS profile.

In Reception and Year 1, phonics is assessed at the end of each phase. Children in Year 1 sit the statutory Phonics Screening Check which is retaken in Year 2 by those who did not meet the expected standard. Any children in Year 2 who have not met the expected standard in their phonics screening, will receive phonics intervention in Year 3 in the Autumn term. Please see a separate plan for this.

Children in EYFS, Year 1 and Year 2 are assessed through the Foundational Skills Assessments in Autumn 2, Spring 2 and Summer 2.

In the Summer term, children in Year 6 sit the statutory reading SATs paper .Children in Year 1 and Years 3-5 sit the NFER Reading Assessment in Autumn 2, Spring 2 and Summer 2.

Reading Interventions

Children identified as needing extra support with word reading (decoding) undertake extra reading practice and/or additional support with phonics as early as possible. Each class teacher has a priority reader list (lowest 20%) as well as a list of children with a reading age below their chronological age and the aim is for these children to be heard read as often as possible. We also run a number of small group interventions for those struggling with comprehension. We use the Unlocking Letters and Sounds interventions for children who require phonics an intervention.

We use Lexia as a targeted reading intervention for pupils who need additional practice. The programme adapts to each pupil's responses and provides practice in areas such as phonics, word reading, vocabulary and comprehension. Staff use progress reports to identify where pupils may need further teaching or support. Lexia complements our classroom reading and phonics teaching.

Reading interventions for pupils with SEND are essential in ensuring that all children can access the curriculum and make meaningful progress as readers. Effective interventions are carefully targeted, based in individual needs, and delivered in small groups or 1:1 to provide focussed support. They often priorities key areas such as phonics, fluency, vocabulary, and comprehension, with strategies broken down into manageable steps. Regular repetition, over learning and the use of multi-sensory approaches help to reinforce learning and build confidence. Interventions are closely monitored and adapted as needed, ensuring they complement whole class reading rather than replace it, and enable SEND pupils to develop the skills and self-belief required to engage successfully with age appropriate texts.

Reading Events

We hold many whole-school reading events over the school, year to celebrate reading! Each year we celebrate World Book Day and run events such as a 'Vocabulary Parade' and 'Buddy Reading' to promote and celebrate a love of books and to expose children to new vocabulary. We also hold 'Ashbourne Primary School's Poetry Festival'. For this event, each class learn a poem off by heart and perform this to the rest of the school. We welcome the Scholastic Book Fair each year. This is always a great success! Alongside the Book Fair, we run competitions to win book vouchers to spend, these included designing a new book cover and writing a short story. We also try to make links with authors to help us promote the love of reading!

Phonics

Early reading is taught using synthetic phonics, whereby pupils are systematically taught the phonemes (sounds), how to blend the sounds and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught 'tricky words' and common exception words which do not completely follow the phonic rules. Our progressive approach to teaching phonics at Ashbourne Primary School follows 'Unlocking Letters and Sounds. This scheme was validated by the DfE in December 2021. This approach is a fast paced, clearly progressive approach to teaching phonics. Children progress through the different phases across EYFS and KS1, continuing into lower KS2 where appropriate. Children in EYFS and KS1 enjoy a daily high quality phonics session lasting around 25 minutes. All sessions include the same four elements; review/revisit, teach, practice and apply. Our phonics sessions include a range of activities that allow children to revise their previous knowledge, learn new sounds and practice and apply their skills.

In EYFS, our children are introduced to phase 1 which helps to develop their listening skills, oral segmenting and blending skills. We introduce phase 2 in the Autumn term when the children start school. Phase 2 introduces the first graphemes. Children then progress onto phase 3 and start phase 4 in the summer term.

At the start of Year 1, the children revisit phase 3 and 4 briefly and then any children needing additional support are identified. They then start phase 5. The children's phonics learning is displayed in the environment and the children are given sound mats to help them in the independent apply stage of phonics teaching. Throughout Year 1, children complete practice phonics screenings to identify gaps and next steps in their phonics learning.

In Year 2, the children recap phase 5 and they continue to develop strategies for segmenting and blending unknown words for their reading and writing. They then move onto phase 6 and learn the Year 2 spelling rules.

Throughout each phase, formative assessment takes place and any children who are not making the expected progress are identified and they are given additional adult support in phonics lessons or through a booster session. At the end of each phase, the children are assessed and any children requiring additional support are given interventions to ensure we close the gas in phonics learning. The children then move onto the next phase.

High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enable children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word decoding and recognition skills as well as comprehension skills.

How is Reading taught at Ashbourne Primary School?

At Ashbourne Primary School, we follow the 'Totally Pawsome Reading Gang'. These key reading skills encourage deeper thinking and understanding as well as helping the children to understand the questions that we are asking them and the skills that they are using. Sessions are designed to be fun and interactive and children's achievement is carefully and frequently tracked to ensure progress is rapid. In this scheme, you will find how reading is taught in EYFS, KS1 and KS2 and the 'Totally Pawsome Reading Gang' skills that are used to support our reading lessons in each year group.

Pupils are regularly supported to make **predictions** using clues from the text and illustrations, helping them to engage actively before and during reading. Activities focused on **sequencing** strengthen understanding of text structure and ensure pupils can retell events in a logical order. The scheme encourages exploration of **author voice**, prompting children to discuss word choice, tone, and purpose, which deepens their appreciation of how texts are crafted. **Inference** skills are developed through carefully planned questions that require pupils to justify ideas using evidence from the text, while **retrieval** tasks ensure pupils can locate and recall key information accurately. A strong emphasis on **vocabulary**—including pre-teaching, discussion, and revisiting new words—supports comprehension and language development, making Pawsome Gang an effective and inclusive approach to reading.

In our reading provision, we use a wide range of high-quality texts, not limited to those linked to Pawsome Gang, to ensure pupils are exposed to diverse authors, genres, and writing styles. Texts are carefully selected to link with current class topics, creating strong **cross-curricular connections** that support learning in subjects such as history, geography, and science. This approach helps pupils build background knowledge and vocabulary while reinforcing key concepts across the curriculum. By linking reading to topic work, pupils are more engaged and able to make meaningful connections between texts and their wider learning, strengthening comprehension and supporting deeper understanding across subjects.

Reading Skills Progression

Here is an overview of how the 'Totally Pawsome Reading Gang' skills are used across our key stages and year groups:

Reading Skills Progression				
EYFS reading skills	Year 1 reading skills	Year 2 reading skills	Year 3/4 reading skills	Year 5/6 reading skills
Vocabulary Victor	Vocabulary Victor Rex Retriever Predicting Pip	Vocabulary Victor Rex Retriever Predicting Pip Inference Iggy Sequencing Suki	Vocabulary Victor Rex Retriever Predicting Pip Inference Iggy Summarising Sheba Cassie the Commentator	Vocabulary Victor Rex Retriever Predicting Pip Inference Iggy Summarising Sheba Cassie the Commentator Arlo the Author

Reading at EYFS

In EYFS, we promote a love of reading! We love listening to stories, sharing stories, discovering new stories and reading stories. We share at least two stories a day with the class, during which the children can see the adults read with passion and enthusiasm. Children are exposed to high quality, engaging, diverse and unique texts that capture their interests. Children are introduced to questioning and discussion throughout story time. We have a welcoming and cosy story corner in our EYFS classroom, which the children enjoy sharing books in. The adults in the classroom can often be found here too, sharing stories with the children.

All children in EYFS are listened to read individually at least twice a week. Children who are not on track to meet the ELG are read with more regularly. During these reading sessions, children look at the front cover of the book and discuss the title. We will then discuss that we think might happen in our story. All children in EYFS start sharing a lilac book (picture book) when they first learn to read. Through sharing a picture book, children learn how to hold a book, how to turn ages correctly, how to describe pictures and use story language to tell a story. Children also use their phase 1 phonics skills to listen for sounds in the pictures. Children progress onto books with words in when they are ready. Children's reading books are matched to their phonics learning. Predominately, Big Cat Phonics texts are used. These books are closely matched to their phonics learning, containing only the sounds that they have been taught. This gives the children the opportunity to embed the sounds and to read with fluency. We introduce the reading skill of 'Vocabulary Victor' to Reception children so they understand, know and use a wider range of vocabulary.

Alongside our daily class reading and individual reads, the children also read daily during our phonics sessions. The children help to read words, captions and sentences through a range of fun games and activities. The children use the reading skills that they have learnt in phonics to access a range of reading games both inside and outside the classroom too.

In EYFS, we visit out school library once a week. The children can choose a book to read for pleasure. We also use this time to share a story in a small group. This is another opportunity to develop a love of storytelling and expose children to new vocabulary. We also ask parents to continue sharing a bedtime story each night. This enables the children to hear more story language, expression and to share and develop the love of reading.



Reading in Key Stage 1

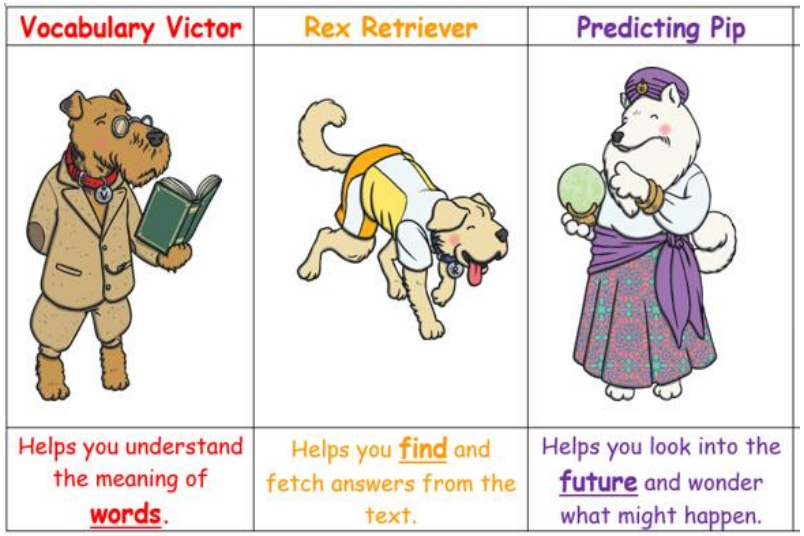
In Key Stage 1, we have daily reading sessions. We follow the 'Totally Pawsome Reading Gang' which link directly with the reading content domains for KS1:

- Vocabulary Victor helps with content domain 1a: Draw on knowledge of vocabulary to understand texts.
- Rex Retriever helps with content domain 1b: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Predicting Pip helps with content domain 1e: Predict what might happen on the basis of what has been read so far.
- Inference Iggy helps with content domain 1d: Make inferences from the text.
- Sequencing Suki helps with content domain 1c: Identify and explain the sequence of events in texts.

These key reading skills encourage deeper thinking and understanding as well as helping the children to understand the questions that we are asking them and the skills that they are using. Our Pawsome Gang skills are on display in every classroom and referred to within lessons. We ensure all children read with a familiar adult to build children's confidence in reading and confidence articulating their ideas about what they've read. These interactions include: prompting children where needed with phonics strategies; thinking out loud 'I wonder…?', modelling new language for children; paying close attention to what the children say; rephrasing and extending what the children say; validating the children's attempts at using/explaining new vocabulary; asking a range of questions linked to the Pawsome Gang reading skills; answering the children's questions; explaining why things happen; deliberately connecting current and past events ('Do you remember when…?'); connecting ideas or books to one another.

Reading in Year 1

Pawsome Gang Reading Skills:



In Year 1, pupils begin by reading individually with their familiar adult. Y1 pupils read their reading book during these sessions, as the books are closely matched to their phonics learning, containing only the sounds that they have been taught. Children read their book several times to embed the sounds they've learned and develop reading fluency. During the first half term, children begin to read in small groups with a familiar adult every day.

In these sessions, children make sense of vocabulary, sentences and wider language by talking with their familiar adult. We continue to use the reading skill learnt in EYFS of 'Vocabulary Victor' to Year 1 children so they understand, know and use a wider range of vocabulary. During Y1, pupils are taught to 'find and fetch' information from their reading book. This reading skills is introduced to the children as 'Rex Retriever'. Pupils are also taught to look at the front cover of the book and discuss the title and pictures. The children are encouraged to 'wonder' and discuss what might happen in the story. This reading skill is introduced to the children as 'Predicting Pip'. The children are taught to use Predicting Pip's crystal ball to 'look into the future'. Teachers and Teaching Assistants use metacognitive talk with pupils to model this reading skill with pupils by 'thinking aloud'.

Reading in Year 2

Pawsome Gang Reading Skills:

Vocabulary Victor	Rex Retriever	Predicting Pip	Inference Iggy	Sequencing Suki
				
Helps you understand the meaning of **words**.	Helps you **find** and fetch answers from the text.	Helps you look into the **future** and wonder what might happen.	Helps you hunt for **clues**.	Helps you think about the **order** things happen in.

In Year 2, pupils read in groups with a familiar adult every day. The guided reading books and extracts are matched to the children's reading and phonics ability. The texts read vary in genre and expose the children to a wide range of topics and vocabulary.

All groups recap and revisit the reading skills taught in Year 1: vocabulary, retrieval and prediction. In Year 2, pupils are introduced to 'Inference Iggy'. Children use Inference Iggy's magnifying glass to 'hunt for clues'. Children are taught to answer 'Why?' and 'How?' questions by searching for clues left by the author. Pupils in Year 2 are also taught to help Sequencing Suki identify the order things happen in. Children sequence different events from the text into the order they happened, or match events to the day/time they happened.

During their reading sessions, pupils are exposed to a range of high-quality, engaging, challenging texts, extracts or chapter that are read aloud together. For this, children are arranged into mixed ability pairs by the class teacher. For their reading sessions, children should be sat in a 'Reading Circle' on the carpet with their teacher and reading partner.

KS1 Reading Lesson Structure

- Mixed ability reading pairs. Read aloud together main text –groups, pairs, individuals.
- Fastest finger first & True or False.
- Targeted questioning and discussion – link to Pawsome Gang reading skills.

Example KS1 Questions



Vocabulary Victor might ask questions like these:

- What does this word tell us about...?
- Which word did the author use to describe...?
- Can you think of another way of writing...?
- Can you find any adjectives in the text?
- How can we work out what this word might mean?
- Why did the author write this word in capital letters?



Rex Retriever might ask questions like these:

- Where is the story set?
- Who is the main character in the story?
- How is the dilemma resolved?
- Can you tell me one fact you have found out in this text about...?
- Where in this book could I look if I wanted to know more about...?
- Which part of the story did you like the most? Why?



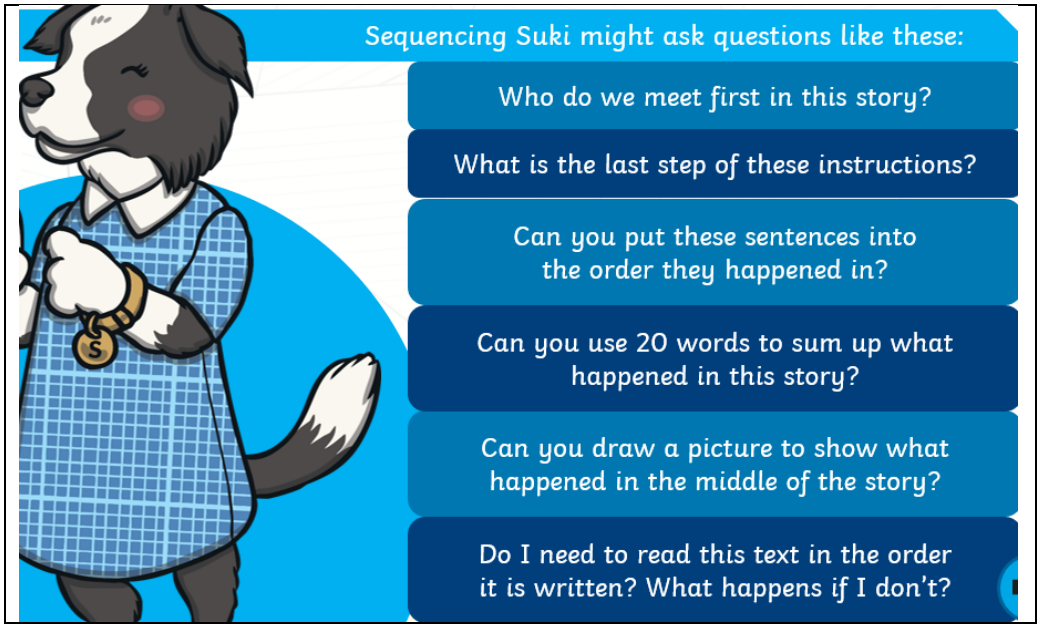
Predicting Pip might ask questions like these:

- What do you think will happen next?
- What do you think the character will say in reply to that?
- What do you think that this book will be about?
- How do you think the story will end?
- Do you think that this story will end in the same way as another story you know?
- Can you draw what you think might happen next?



Inference Iggy might ask questions like these:

- What do you think the author meant when...?
- How do you think this character is feeling? Why do you think that?
- What effect did the author want to create by...?
- Can you find words which show how the character feels about...?
- Why do you think the author uses this particular word?
- How do you know that the character is feeling...?


Sequencing Suki might ask questions like these:
Who do we meet first in this story?
What is the last step of these instructions?
Can you put these sentences into the order they happened in?
Can you use 20 words to sum up what happened in this story?
Can you draw a picture to show what happened in the middle of the story?
Do I need to read this text in the order it is written? What happens if I don't?

Reading in Key Stage 2

Whole-Class Reading

In KS2, our reading sessions are structured as whole-class reading. Whole-class reading has significant benefits because it ensures **all pupils access the same high-quality texts and rich discussions**, regardless of reading ability. It enables the teacher to **model fluent, expressive reading** and to think aloud, demonstrating key strategies such as prediction, inference, retrieval, sequencing, and analysing author voice. This explicit modelling helps pupils understand how skilled readers approach a text. Carefully planned questioning supports deeper thinking, while shared discussion allows pupils to hear and build on a range of responses. Whole-class reading also promotes consistency, high expectations, and **inclusivity**, as teachers can **adapt scaffolding** and **provide targeted support** within the lesson, ensuring all pupils are challenged and supported to make progress as confident readers.

Written Responses

During whole-class reading sessions, pupils are expected to complete written responses at least once a week, including 2- and 3-mark questions, which is good practice because it **develops deeper comprehension** and prepares pupils for statutory assessments. These written tasks require pupils to organise their thinking, select relevant evidence from the text, and explain their ideas clearly, rather than relying solely on verbal responses. Answering multi-mark questions supports pupils in developing stamina, precision, and the ability to justify responses using appropriate vocabulary. It also enables teachers to **assess understanding** more accurately, **identify misconceptions**, and provide **targeted feedback**, ensuring pupils are secure in key reading skills such as retrieval, inference, and explanation.

KS2 Reading Lesson Structure

- Mixed ability reading pairs. Read aloud together main text – whole class, groups, rows, pairs, individuals.
- Fastest finger first & True or False.
- Targeted questioning and discussion – link to Pawsome Gang reading skills.
- Written responses (SATs style questionning)

Years 3&4 Totally Pawsome Reading Gang Reading Skills

Vocabulary Victor	Rex Retriever	Predicting Pip	Inference Iggy	Summarising Sheba	Cassie the Commentator
					
Helps you understand the meaning of **words**.	Helps you **find** and **fetch** answers from the text.	Helps you look into the **future** and wonder what might happen.	Helps you hunt for **clues**.	Helps you pick out the **key points** and **sum up** what you have read.	Helps you to **explain** what happens in a text. Helps you to think about things that are the **same** and **different** in a text.

Years 5&6 Totally Pawsome Reading Gang Reading Skills

Vocabulary Victor	Rex Retriever	Predicting Pip	Inference Iggy	Summarising Sheba	Cassie the Commentator	Arlo the Author
						
Helps you understand the meaning of **words**.	Helps you **find** and **fetch** answers from the text.	Helps you look into the **future** and wonder what might happen.	Helps you hunt for **clues**.	Helps you pick out the **key points** and **sum up** what you have read.	Helps you to **explain** what happens in a text. Helps you to think about things that are the **same** and **different** in a text.	Helps us think about **why** the author chooses particular vocabulary and how they give a **certain meaning** to a text.

Example KS2 Questions

Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying when they _____ ?

What does that imply/suggest/indicate about _____ ?

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Rex Retriever might ask...

Where is the story set?

How does the main character look/behave/speak?

When is the story set?

Where would you find a section about _____?

Can _____ have more than one meaning?

What does the word _____ mean?

What did _____ do when _____?

Where did _____ go?

Find a word or phrase which tells us how the character is feeling.

Where in the book would you find _____?

Who are the key characters in the book?

What happened at _____?

Describe...

Which paragraph tells us _____?

Which section tells us _____?

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?

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Summarising Sheba might ask...

What is the main theme/argument in this paragraph?

What is the main message in this paragraph?

Can you describe what has happened in this paragraph/chapter?

Using less than 20 words, could you write a new blurb for this book?

Which is the most important message in this book?

Can you describe what happened in three sentences?

Why do you think that might be important?

Is there anything you know now which you didn't know before?

What sticks most in your mind about _____?

What moment do you remember most from _____?

Can you remind us about _____?

How would you sum up _____?

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Inference Iggy might ask...

What makes you think _____? Give evidence for your opinions.

Which words/phrases give you that impression?

Why do you think the author chose to _____? Give reasons for your answer.

How was _____ different after _____? Why?

Explain why the author chose this word to describe...

What impression do we get of _____? Why?

What do you think will happen to the main character now? Can you give reasons for your opinion?

What makes you think this?

Why is _____ important?

What does the word _____ imply about _____?

Which character would you most like to meet? Explain why.

Why did the character behave like this?

What do people usually do when _____?

Does that remind you of _____?

Why do you think (s)he _____?

What do they seem to think about each other?

Can we work out how _____ feels about _____?

Which characters seem to _____?

Why do you think _____ tells _____?

What does _____ think?

How did _____ react?

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Predicting Pip might ask...

Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?

Based on what you know about the character/event, how do you think the story will develop next?

Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?

Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.

How is the character like someone that you know? How would she/he react to this situation? How does that affect how you think this character might respond?

The character is in a tricky situation. What will the character do next? What would you do? Why?

What don't we know about _____?

What do we need to know in order to _____?

Is anything missing from _____?

Is there something that we haven't _____?

What do you think is likely to happen when _____?

Do you think the author has a plan for _____?

What could _____?

What might happen if _____?

What do you guess could _____?

Why do you suppose _____?

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Cassie the Commentator might ask...

Look at the section entitled _____. Why has this been included in this text?

Look at the front cover of this book. What sections would you expect to find in this book?

Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?

What is the purpose of _____?

How does the layout help to _____?

Compare one character to another. How are they different or similar?

When might someone choose to read this book?

In what ways is _____ like _____?

How has the author organised the text? Why?

How does the organisation of this text help us to better understand the information?

In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?

Who has the author written this text for?

Compare how the characters are reacting to this problem. Who deals best with the situation?

How has the character changed during the text?

Which is the most important section in this book? Justify your choice.

Compare one setting to another in the book. Why are the two settings significant to the story?

What can you tell about the viewpoint/opinion of the author on this topic?

How have your feelings about _____ changed?

What's different now about _____?

What, overall, is the effect of _____?

What was the most effective/thought-provoking moment of the story?

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Arlo the Author might ask...

What does the word _____ tell us about the character/setting/atmosphere?

Look for a phrase that implies that the character/setting/atmosphere is _____.

The author uses the word _____ to describe _____. What impression does this give us?

How does the author show that the character/setting/atmosphere is _____?

Can you think of a synonym/antonym for _____?

Look for an example of a simile in the text. How does this add meaning?

Look for an example of a metaphor in the text. How does this add meaning?

Look for an example of personification in the text. How does this add meaning?

Why have the headings/chapter names/character names been chosen for this book?

Explain why the word _____ is used to describe _____.

What does the word/phrase _____ tell you about _____?

How does the word/phrase _____ help us to understand _____?

How has the choice of words created a feeling of _____?

Why did the author choose the verb/adjective/adverb _____?

Which sentences are most _____?

Which word(s) makes you feel _____?

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