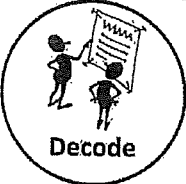
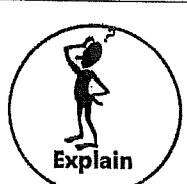

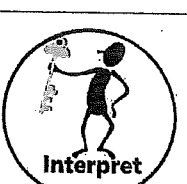
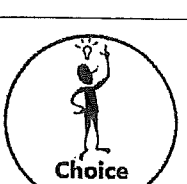


5 Use these question starters to ask questions about the book your child is reading. This will really support the development of a range of different reading skills.

 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<ul style="list-style-type: none"> • Can you add sound buttons to... ? • How many sounds (phonemes) does this word have? • How many letters does this word have? • What could this word mean? 	<ul style="list-style-type: none"> • What does the word _____ mean? • What other words could the author use instead of...? • Can you summarise that paragraph/page in X words? • What is the most important point in this paragraph? • How is this similar/ different to another text you know? • What happens first in the story? What happens next? Then? Etc... • How does _____ feel at the start? Does _____ feel the same at the end? 	<ul style="list-style-type: none"> • Where does the story take place? • What did s/he/it look like? • Who are the characters in the book? • Where in the book would you find...? • Who is telling the story? • Who was it that...? • Who spoke to...? • Where is the word that means? • What has happened? • Where is the book set? 	<ul style="list-style-type: none"> • How do you know...? • Why did...? • What type of character is...? • What do you think will happen next? • What do the clues in the text tell you about? • What makes you think that? • How do you feel about? • Can you explain why..? 	<ul style="list-style-type: none"> • How does the writer describe...? • What does the writer want us to think/feel? • Why has the writer used that word/words? • What are the writers views on? • Do you agree with the writer's view? • Why did the author choose that word? • Why did the author chose to use... bullet points/subheadings ect? • How has the author made you feel?

Phonics	Words/text level	Fluency	Comprehension
<ul style="list-style-type: none"> • Child correctly sounded out the word _____ (add sound buttons) • Child read the tricky words we have been looking at in class • Child read all words correctly • Child found _____ difficult to sound out (write word with sound buttons) • Confused sounds but self-corrected • Confused sounds and needed help to correct • Child needs to practise recognising the grapheme _____ • Child blended the phonemes beautifully to sound out the word _____. 	<ul style="list-style-type: none"> • Child could summarise the main parts of the story • Child needed help to understand the main parts of the story • Child used the pictures to help understand the story • Child added in extra words. Child was encouraged to read the sentence again. • Child was able to define the word _____ using the context of the sentence. • Child found the word _____ very tricky • We discussed the meaning of the word _____ • Child would benefit from reading this story again to build up fluency. 	<ul style="list-style-type: none"> • Child read fluently and confidently showing enthusiasm for the story • Child used great expression reading direct speech • Child was encouraged to read with more expression in their voice • Child recognised punctuation and used this to read with great expression • Child encouraged to take punctuation into account when reading (eg ! ? .) • Child self-corrected their own errors when reading • Child is starting to use their voice to show expression and intonation. 	<ul style="list-style-type: none"> • Child could summarise the key points from the story • Child needed help to summarise the key points from the story • Child predicted what they thought would happen next • Child made a link between the book and _____ (eg our enquiry topic) • Child could explain why the author used _____ (eg capital letters, bold text, ellipses, the word _____) • Child could tell me more about the characters and their actions • Child correctly identified the genre of the story • Child was able to infer meaning from the text