



Vocabulary

Content Domain 1a – Draw upon knowledge of vocabulary in order to understand the text.

Key Stage 1

Year	LEAPs	Questions
Year 1	<ul style="list-style-type: none"> - I can find out the meaning of new words by discussing them with my teacher. - I can make links between new words and words I already know. E.g. terror/terrorised - With support, I can explain the meaning of an unfamiliar word in a shared story by using the context. -I can recognise obvious story language - Once upon a time, big bad wolf. -I can use my knowledge of root words to work out the meaning of words with suffixes. 	<ul style="list-style-type: none"> - What does the word ... mean? - What is a ...? - 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? - Which words tell you this is a traditional tale? How do you think it may end? - 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...? - Can you find other words within the word ... that can help you with the meaning? - Draw lines to match the labels to the parts of the diagram.
Year 2	<ul style="list-style-type: none"> - I can find out the meaning of a new word by asking an adult or using a dictionary (with support). -I can identify and discuss some new and interesting words I find when I am reading, linking new words to known vocabulary. - I can explain the meaning of an unfamiliar word by using the context. - I can identify how vocabulary choice affects meaning, e.g. 'Crept lets you know that he is trying to be quiet.' 	<ul style="list-style-type: none"> - What does ... mean? Can you find a clue in the text to explain your answer? - 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 other words within the word ... that can help you with the meaning? - What clues (before/after) might help you understand the word/phrase?

- I can use morphology (such a prefixes) to work out the meaning of unknown words.

- How has the author made you feel happy/angry? Which words make you feel the same?
- 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?
- What does the word...mean in this sentence?
- Fill in the missing word in this sentence.
- Underline the word that tells you....
- What do you think the words....mean?
- Which word means the same as...?
- Find and copy one word that means the same as....
- Why does the author use the words ...?
- Which word is closest in meaning to...?
- Why do you think the author chose the word/words...?
- In ..., is compared to Find and copy two words that do this.
- Can you find other words within the word ... that can help you with the meaning?

Vocabulary

Content domain 2a - Give/explain the meaning of words in context

Key Stage 2

Year	LEAPs	Questions
Year 3	<ul style="list-style-type: none"> - I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. - I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. - I can explain the meaning of some key vocabulary within the context of the text. - I can identify some figurative language. -I can find synonyms and distinguish shades of meaning in synonyms. - I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet. 	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Which word tells you...? - Give the meaning of the word _____ in this sentence. - What does the word/phrase...tell you about...? - Find and copy a word/group of words that has/have the same meaning 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 does the author compare _____to? - Why did the author use...to describe...? - Suggest another word the author could have used instead of...

		<ul style="list-style-type: none"> - Suggest another way the poet/author could have said the same thing with the same meaning. - Which paragraph/section/link would you look in to find out...? - What word could the author/poet have used instead of...? - Tick the word/phrase that is closest in meaning to... - Which word means the same as...? - What do you think the underlined words mean? - What does the author mean when he/she says...? - Suggest a different word the author could have used instead of... - What does the word/phrase tell you about...? - What is another way of saying...? - Which words has the author/poet used to refer to/talk about/describe?
Year 4	<ul style="list-style-type: none"> - I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. - I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. - I can explain the meaning of some key vocabulary within the context of the text. - I can identify figurative language and understand how this affects meaning. - I can find synonyms and distinguish shades of meaning in synonyms. - I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet. 	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word/words... 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 simile/metaphor/ example of personification has the author used to describe...? What effect does it have on the reader? - Why does the author compare...to...? - In the final paragraph, what is the....likened to? Explain why this is a good simile. - Which words within this word can you find? How does this help you to understand its meaning? - What do the wordsmean in this sentence? - Suggest a different word with a similar meaning that the author/poet could have used instead of ... - Which word or phrase is closest in meaning to...? - Why did ... look like...? - Why wasdescribed as...? - What is ...? - In this sentence which word has the same meaning as...? - Find and copy one word/a group of words that mean(s) the same as... - Explain why ... was described as...

<p>Year 5</p>	<ul style="list-style-type: none"> - I can use a dictionary independently to check the meaning of unfamiliar words. -I can infer the meaning of unfamiliar words by linking them to known vocabulary. -I can infer the meaning of unfamiliar words from the context of the sentence and the text. -I can identify and comment on the writer's use of language for effect, including figurative language, and understand how this affects meaning. -I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary. -I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet. 	<ul style="list-style-type: none"> - 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...? - Find and copy one word/phrase that tells you.... - Can you explain the dictionary definition of the word... in your own words? - Explain 2 things that the word ... suggests. - What simile/metaphor/ example of personification has the author used to describe...? What effect does this have on the reader? - What is the root word in? How does this help you to understand its meaning? -Which words do you know that are similar to this word? How does this help you understand its meaning? - Find two different words the author could have used instead of... Explain why the author has chosen them. - Find and copy one word that tells you... - What is the meaning and effect of the wordin this sentence/verse? - Which of the following words is closest in meaning to the word ... in this sentence? - What impression do the words...give? - Suggest another word or words to replace the word ... in this sentence without changing the meaning. - Underline the verb/adjective/adverb the writer chose to show...Suggest a different verb/adjective/adverb that would have the same meaning. - What is a...? - Why did the author/poet use the underlined word? Think of a word they could have used instead. - What is the meaning and effect of the word...in this sentence/phrase/verse? - Find and copy a word that tells you...What does this word mean?
<p>Year 6</p>	<ul style="list-style-type: none"> - I can use a dictionary independently to check the meaning of unfamiliar words. -I can infer the meaning of unfamiliar words by linking them to known vocabulary - I can infer the meaning of unfamiliar words from the context of the sentence and the text. 	<ul style="list-style-type: none"> - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word is closest in meaning to ...? - Find and copy the word/phrase that shows... - Find and copy two words from ... that suggest - Which word is a synonym for...? - What simile/metaphor/ example of personification/idiom has the author used to describe...? What effect does this have on the reader?

-I can identify, discuss and evaluate how writers use language for effect, including figurative language, across a wide range of genres and text types and understand how this affects meaning.

-I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary.

- I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet.

- Which words in the thesaurus most closely give the same meaning of the word... in the present context?
- What is the root word in? How does this help you to understand its meaning? Which other words can you find that have the same root?
- Which words do you know that are similar to this word? How does this help you understand its meaning?
- The final paragraph/verse/sentence refers to....What does this mean?
- What do the words....mean?
- What does the word...tell you about...?
- What does ...mean in this sentence/phrase?
- Find and copy a word/phrase/group of words that mean/means the same as....
- Find and copy two words that mean the same as... (Why does the author use all three words?)
- Which word/phrase is similar/the same in meaning as...?
- Find and copy... different words from this paragraph that are reasons for...
- Find and copy one word/ a group of words that show(s)/suggest(s)...
- What do you think...is? Give reasons for your answer.
- What word could the author/poet have used instead of....but kept the meaning the same?
- Explain the meaning of....
- The text refers to....Who/what is/are?
- Choose the best words to match...
- Explain two things that the wordssuggest about....
- What the does the word...refer to in the phrase...?

Inference

Content domain 1d - Make inferences from the text.

Key Stage 1

Year	LEAPs	Questions
Year 1	<ul style="list-style-type: none"> - I can start to ask questions about a <i>familiar book</i> that is read to me. -I can answer questions and make some basic inferences from the text and/or the illustrations. 	<ul style="list-style-type: none"> - What kinds of things do you think we might see in this book? - What does the character mean when they s/he says...? - What does ... mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when ...happens? - What makes you think that...? - Which words give you the idea that...? - How do you feel about...? Can you explain why...? - Why do you think the author chose the word ...? - What time of day does this story take place? How do you know? - Why does...do ...? - Why questions that require the child to read between the lines. E.g. Why does the mouse step very quietly around the sleeping cat? - Why do you think...? - Which...do you think...? - Why was ... feeling...? - What do you think the author intended when they said...?
Year 2	<ul style="list-style-type: none"> - I can ask questions about a text I have read or which has been read to me. - I can answer questions and make some inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> -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...? - What makes you think that...? - How can you tell that...? - Which words make you feel...? - Can you explain why...? - Why do you think the author chose the word ...? - What does the word ... tell you about...? - Why do you think the character did/didn't...? - What kinds of things do you think we might see in this book? (Non-fiction) - What does the character mean when they s/he says...? - How does the character feel when ... happens? - Why do you think...?

- Why did... do...?
- Why did...say...?
- How do you think...felt when...? Which 2/3 words tell you this?
- Who do you think...?
- What do you think...?
- Who is telling the story? Why?
- Why does the author/writer say...?
- What does ... tell you about...?
- Why do you think the author tells us the same thing in ... different ways?
- How is ...like...?

Inference

Key Stage 2

Content domain 2d - Make inferences from the text/explain and justify using evidence from the text.

Year	LEAPs	Questions
Year 3	<ul style="list-style-type: none"> - I can ask relevant questions to get a better understanding of a text. - I can make inferences such as inferring characters' feelings, thoughts and motives from their actions. -I can justify my inferences with evidence. 	<ul style="list-style-type: none"> - 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...? - Which specific word/phrase in the text creates a happy/sad/scary mood? - What makes this a successful story? Explain. - Who/What/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 does....tell you about...? - How does...feel about...? - How is...feeling at the beginning/end of the text? - What time of day/the year does this story take place? How do you know? - How do you know....? Use a word/phrase from the text to explain your answer. - Find evidence from the text to show that.... - What does...tell you about...? - Who is 'I' in this poem?

		<ul style="list-style-type: none"> - How does the poet want you to feel about the narrator? Explain how you know.
Year 4	<ul style="list-style-type: none"> -I can ask relevant questions to get a better understanding of a text. - I can make inferences such as inferring characters' feelings, thoughts and motives from their actions. -I can justify my inferences with evidence 	<ul style="list-style-type: none"> - How do you think...felt when....? 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 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 ...? Use evidence from the text to explain your answer. - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...? - Why is...wearing...? - Do you think...? Explain your answer. - Why did...do...? Use evidence from the text to support your answer. - Write a question that...might ask... - Find one piece of evidence for this statement. Use direct quotations from the text. - Give 2 reasons why...might... - This text ends with a question. What does the writer think is the answer? Use two ideas from the text in your answer. - Find a sentence/line from the poem which suggests that....
Year 5	<ul style="list-style-type: none"> - I can ask questions to improve my understanding of a text. -I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. -I can justify my inferences with one or more pieces of appropriate evidence from the text using the PEE technique (point, evidence, explanation). -I can infer meaning from a text in order to develop and express my own point of view. 	<ul style="list-style-type: none"> - Why do you think...What makes you think that...? - How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Write a question that...might ask... - This text ends with a question. What does the writer think is the answer? Use two ideas from the text in your answer. - 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 why.

		<ul style="list-style-type: none"> - 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 ...? - How do you think...felt when...? Give evidence from the text to support your answer. - How does the writer create an atmosphere of...? Use evidence from the text to support your answer. - What impression do get of...? Use evidence from the text to support your answer. - Do you think...? Explain your answer fully, referring to the text. - Do you think the author/poet would like to...? Explain your answer fully using evidence from the text. - What does the word/group of words/phrase tell you about...? - How is ... different from...? Use evidence form the text to support your answer. - Do you think this character was brave/a hero etc.? Support your answer using evidence from the text. - Why is it important for... to ...? - Is the narrator of the poem an adult or a child? Explain how you know. - In which season do you think the poem/text is set? Use 2 examples from the text to explain how you know. - Do you think this text is set in the present/past or future? Explain how you know. - What do you think the poet is saying in the...verse?
Year 6	<ul style="list-style-type: none"> - I can ask questions to improve my understanding of a text. -I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. -I can make detailed inferences and justify them with appropriate evidence from the text. -I can use the PEE (point, evidence, explanation) technique to answer written inferential questions in detail. -I can make inferential comparisons across the text and use evidence to justify my argument. 	<ul style="list-style-type: none"> - What makes you think that...? - Do you think that...? Explain your answer with evidence from the text. - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? Explain your answer using evidence from the text. - Write a question that...might ask... - This text ends with a question. What does the writer think is the answer? Use two ideas from the text in your answer. - What motives do you think the character had behind...? Explain your answer using evidence from the text. - 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 ...?
- What impression do you get of...? Give ...ideas using evidence from the text.
- Give...reasons why...Use evidence from the text to support your answer.
- Find and copy...words/phrases that show...
- Who do you think/What do you think...is? Explain your answer fully using evidence from the text.
- Underline the words that tell you...
- Using information from the text, decide whether each statement is true or false.
- Based on what you have read, do you think the writer believes ...?
- What evidence is there in the text to show...?
- Why do you think the author says...? Use evidence from the text to support your answer.
- What does this text tell you about...?
- What sort of person is...? Explain how you know using evidence from the text.
- Tick the verses that are mainly about...
- What two things suggest that...?
- What is...thinking? How do you know?
- Complete the table below with one piece of evidence from the text to support each statement.
- Who is the narrator? Explain how you know.
- In which season do you think the poem/text is set? Use 2 examples from the text to explain how you know.
- Do you think this text is set in the present/past or future? Explain how you know using evidence from the text.
- What do you think the poet is saying in the...verse? Explain your reasoning.

Prediction

Content domain 1e - Predict what you think will happen based on the information that you have been given.

Key Stage 1

Year	LEAPs	Questions
Year 1	<ul style="list-style-type: none"> - I can start to ask questions about a <i>familiar book</i> that is read to me. -I can predict what might happen next in a text that I have read or that has been read to me on the basis of what has been read so far. 	<ul style="list-style-type: none"> - What kinds of things do you think we might see in this book? (Non-fiction) - Look at the book cover/blurb/picture. What do you think this book will be about? - What do you think will happen next? - What is happening now? What do you think happened before? What do you think will happen after? - What does...suggest will happen next? - Who do you think will...? - Do you think ... will...? Explain your answer. - What do you think will happen to...? Why? - 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 ... like someone you know? Do you think they will react in the same way?
Year 2	<ul style="list-style-type: none"> - I can ask questions about a text I have read or which has been read to me. -I can make predictions based on what I have read so far. 	<ul style="list-style-type: none"> - What kinds of things do you think we might see in this book? (Non-fiction) Why? - Look at the book cover/blurb/picture. What do you think this book will be about? Why? - What does the character say/do that makes you think that...? Why? - What do you think will happen next? Why? - What do you think...did next? Why? - What is happening now? What do you think happened before? What do you think will happen after? - What does...suggest will happen next? - Who do you think will...?

- Can you give me a specific word/phrase/sentence from the text that makes you think that...?
- What makes you think that...?
- How can you tell that...?
- How do you think...?
- Why do you think the character did/didn't...?
- What does the character mean they s/he says...?
- Which of these statements do you think will happen in the end?
- Where do you think...went at the end of the text/story?
- What do you think ... decided to do...?
- What do you think ...will do next time?
- What might happen to ...later in the story?
- What do you think...would have done if...?
- Do you think...will...? Why/Why not?

Prediction

Key Stage 2

Content domain 2e - Predict what might happen from the details stated and implied.

Year	LEAPs	Questions
Year 3	<ul style="list-style-type: none"> - I can ask relevant questions to get a better understanding of a text. -I can make sensible predictions based on what I have read. -I can justify my predictions with evidence. 	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings. What do you think the text is about/ what will happen next? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think...? - Do you think...will...? Explain why you think this. - Do you think...is going to be....? What evidence is there in the text to make you think this? - What did...expect to happen? How do you know? - What do you think...plans to do when...? Why do you think this? - Can you think of any other pages/subheadings this website/text might have? - What does the choice of setting make you think will happen next? Why?
Year 4	<ul style="list-style-type: none"> - I can ask relevant questions to get a better understanding of a text. 	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings - What do you think the story is about/will happen next?

	<ul style="list-style-type: none"> - I can make sensible predictions based on what I have read. -I can justify my predictions with evidence. 	<ul style="list-style-type: none"> - How has the cover/title/first line/chapter heading helped you come up with this idea? - What do you think the main character might do next? Why? What clues has the author given? - What might happen next? Why do you think this? - What can you guess from what has/hasn't been said? - Which of the following is most likely to happen...? - Do you think...will...? Explain your answer using evidence from the text. - Based on what you have read so far, choose the statement that is the best prediction of what will happen in the rest of this story. - Do you think the choice of setting will affect how the plot develops? Give your reasons why. - What do you think would happen if...? Why do you think this?
Year 5	<ul style="list-style-type: none"> - I can ask questions to improve my understanding of a text. -I can predict what might happen from details that are stated and implied. -I can justify my predictions using the PEE technique (point, evidence, explanation). 	<ul style="list-style-type: none"> Look at the cover/title/first line/chapter headings - What do you think the story is about/will happen next? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What do you think....might do next? Explain your reasoning using evidence from the text. - What do you think might happen next? Explain your reasoning using evidence from the text. - Why did the author choose this setting? How might this influence how the story develops? Explain your answer using evidence from the text.. - How is the character like someone you know? Do you think they will react in the same way? Why/why not? Use evidence from the text to explain your answer. - What evidence from the text makes you think...? - Do you think... will manage to? Explain your answer, thinking about other adventure stories you have read. - Which of these predictions is most likely to be correct? Use a quotation from the text that you used to make your prediction. - Do you think...will...? Explain your answer using ideas from the text.
Year 6	<ul style="list-style-type: none"> -I can ask questions to improve my understanding of a text. -I can predict what might happen from details that are stated and implied. -I can use the PEE (point, evidence, explanation) technique to answer written prediction questions in detail. 	<ul style="list-style-type: none"> - Look at the cover/title/first line/chapter headings - What do you think the story is about/will happen next? - How has the cover/title/first line/chapter heading helped you come up with this idea?

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| | | <ul style="list-style-type: none">- Based on what you know about the main character, how might this story develop? Why do you think this? Explain your answer using evidence from the text.- Based on the setting of the story, how might the character behave//think? Why do you think this? Explain your answer using evidence from the text.- Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking.- What evidence from the text makes you think...?- Can you predict several possible outcomes and explain your answer?- If there was a sequel to this story, what might happen? Explain your answer using evidence from the text.- Based on what you already know about...what do you think might happen? Use evidence from the text to support your prediction.- Based on what you have read, what does the last paragraph suggest might happen to...? Use evidence from this paragraph to support your prediction.- Do you think...? Explain your answer referring to the text. |
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Explanation

Explain your preferences, thoughts and opinions about a text.

Key Stage 1

Year	LEAPs	Questions
Year 1	<ul style="list-style-type: none"> - I can link what I have heard or read to my own experiences. -I can explain what I think the text is about. -I can understand the moral of a story. -I can identify good and bad characters in a story and explain why. -With prompting, I can discuss my favourite words and phrases and give reasons for my opinions. -With prompting, I can explain what I like about a text and why. 	<ul style="list-style-type: none"> - Who is your favourite character? Why? - What happened in the story? - Where/when does the story take place? - Would you like to live in this setting? Why/ Why not? - What part of the story do you like best? Why? - What are the main events that happen in this story? - What is the story trying to tell you? - Do you think...is a good word to describe....? Why? - The phrase...is used lots of times in this text. Do you think it is a good phrase to...? Why? - Is....a good/bad character? How do you know? - Is there anything you would like to change in this story? - Would you like...to be your friend? Why/why not? - Who is your favourite character? Why? - Do you like this text? Why? /Why not?
Year 2	<ul style="list-style-type: none"> - I can relate what I read to my own experiences. -I can tell you what a text is about/is trying to say. -I understand why a writer has written a text, -I can discuss my favourite words and phrases and give reasons for my opinions. -I can explain what I like about a text and why. -I can talk about cause and effect in fiction and non-fiction. 	<ul style="list-style-type: none"> - Who is your favourite character? Why? - What happened in the story? - Where/when does the story take place? - Do you like the setting of the story? Why? /Why not? - How does the setting make you feel? Why? - Would you like to live in this setting? Why/ Why not? - What are the main events that happen in this story? - What is the main theme/moral of the story/poem/text? - What is your favourite part of the text? Why? - What is the story trying to tell you? - Is....a good/bad character? How do you know? - Is there anything you would like to change in this story? - Would you like...to be your friend? Why/why not? - Who is your favourite character? Why? - Do you like this text? Why? /Why not?

- What does this word/phrase/sentence tell you about the character/setting/mood? Do you think it is a good word/phrase/sentence?
 - What other word/s or phrase/s could the author have used to...?
 - What is the purpose of this text?
 - Which words/phrases do you like best in this text/sentence/phrase/verse?
- Why?
- Which part of the text do you like best? Why?
 - How did the author make you feel? Which words made you feel like this?
 - What made...do...?
 - Why does/do....?
 - Why did the actions of...make...behave the way he/she/they did?

Explanation

Content domain 2f, 2g and 2h:

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

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

2h: Make comparisons within and across texts.

Key Stage 2

Year	LEAPs	Questions
Year 3	<ul style="list-style-type: none"> -I can identify the main purpose of a non-fiction text. -I can identify and explain some simple themes within fiction texts. -I can identify some basic features of organisation at sentence and text level. For example, imperatives used in instructions and can use these to help me navigate through a text. -I can begin to use familiar non-fiction features independently to navigate through a text. For example, sub-headings to help locate information. -I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination. -With support, I can justify my views about what I have read. 	<ul style="list-style-type: none"> - What is the purpose of this text? - What is the main theme/moral of the story? - What is the message in this text/poem/paragraph? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - How does the layout of the page/chapter/book help you to find information easily/quickly? - Where does it tell you...? - How could someone find out about...? - How is the layout of the book similar/different to...? - Why does the author use sub-headings?

		<ul style="list-style-type: none"> - Why do you think some of the text is printed in bold/italics? - Why do you think the author organised the text in this way? - Why does this text/poem have so many paragraphs/verses? - Which section was the most interesting? Why? - How has the author organised their ideas? - Why does the author/poet use short paragraphs/verses here? - In what way/s do the illustrations support the ...? Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear...happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they feel? - Why did the author choose the word ...in this sentence? - Is this a good title for the poem? Give one reason from the poem to explain your answer. - Suggest a heading for... - How does the author try and make the story more interesting? Explain. - Which words help the reader to...? - Which book does this remind you of? - Can you name another book with an animal as the main character? - Can you name another book set in the same setting? - Why is this story/poem set at night/in the winter etc.? - Have you read another book in which an underdog saves the day? - How did...change between the first paragraph to the second? - Which part of the text tells you about...? - What is the function of this heading/subheading? - Write two pairs of rhyming words from... - Choose 2 verbs in the story that describe the action well. - How does the picture help you understand...? - Why is the phrase...repeated in this text?
Year 4	<ul style="list-style-type: none"> -I can identify the main purpose of a non-fiction text. -I can identify and explain some simple themes within fiction texts. 	<ul style="list-style-type: none"> - What is the purpose of this text? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information?

-I can identify a range of different types of non-fiction writing by recognising features such as greetings in letters and the use of first person in diaries and begin to comment on why the author might have chosen these features.

-I can identify some features of organisation at sentence and text level. For example, cliff hangers, bold lettering.

-I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

- I can independently justify my views about what I have read.

- Why does the author use a timeline?

-What do you think is the poet's/author's message in this poem/text? Explain two ideas, using evidence from the text to support your answer.

- What is the message in this text/poem/paragraph? How do you know?

- Why has the author written/organised the text in this way?

- Why are some words in bold/italics?

- What impact does the author's use of short, punchy sentences have on the reader?

- Where does it tell you...?

- How could someone find out about...?

- How has the author organised their ideas?

- How has the author structured the text? Why?

- Why did the author choose to start a new paragraph at this point?

- In what way/s do the illustrations support the ...?

Find 2 or 3 things that the author tells you about...

- What does this word/phrase/sentence tell you about the character/setting/mood?

- What other word/s or phrase/s could the author have used to...?

- Which words do you think are most effective in...? Why?

- How has the author made the character appear...

happy/sad/angry/frustrated/lonely/bitter, etc.?

- How has the author made you, as the reader, feel...?

- Why do you think the author chose to use the word/s...?

- As a reader, how do you feel about...? How did the author create this feeling?

- How has the author made this part of the story scary/mysterious/adventurous? Explain.

- Why has the author used short sentences here?

- How do you feel after reading this text? How has the author made you feel this way?

- What impact does the phrase ... have on the reader?

- Which book does this remind you of?

- Can you name another book with as the main character?

- Can you name another book set in the same setting?

- Have you read another book in which an underdog saves the day?

- Name 2 or more stories set in a

- In the books...what do the main characters have in common?

		<ul style="list-style-type: none"> - Find one piece of evidence that shows that the setting for the story is/is not modern times. - Why do you think the author began with this sentence/word? - Find and copy a word, phrase or clause from ... that gives a reason why - Why did the author use brackets/commas/ a question/repetition/the present tense etc...? - Why does the author use ...instead of ...? - Why does the author mention...in the first paragraph? - Why does the writer tell you...? - Why do you think some of the text is printed in bold/italics? - Why is there a section about...? - How does the mood of the characters change from...to...? Why does this happen?
Year 5	<ul style="list-style-type: none"> - I am able to explain and discuss the main purpose of a non-fiction text. -I am able to talk about themes in a wide range of writing and can recognise thematic links with other texts. -I can discuss features in non-fiction texts relating to organisation, at sentence and text level, giving some explanation as to why the author might have chosen this structure and its impact on the reader. For example bullet points, layout. -I can discuss features in fiction texts, relating to organisation at sentence and text level, giving some explanation as to why the author might have chosen them. For example, short paragraphs, speech to move the action on. - I can comment on and explain how writers use language, including figurative language, and consider the effect this has on the reader. For example, similes, short sentences, technical language in non-fiction. -I can recognise ways in which writers present points of view in a text, and explain the effect of this. -I can make some simple connections between texts. -I can distinguish between statements of fact and opinion within a text. -I can provide reasoned justifications for my views. 	<ul style="list-style-type: none"> - What is the purpose of this text? Explain how you know. - What is/are the main theme(s) of this text? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Can you name another book with a similar theme/characters/setting? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - How does the author use dialogue to move the action on? - Which text-type is this piece of writing? How do you know? - Which sub-headings could you give to each of these sections? - In what way/s do the illustrations support the ...? - Who do you think this information is for? - Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Why are some words written in bold/italics? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - Why does the author use the pronouns 'you' and 'we' so often?

- How do the ideas at the end of this text link back to the beginning of the text?
- Which figurative devices has the author used? Why?
- What is the effect of the simile/metaphor/personification/alliteration...in this sentence?
- How does the simile/metaphor/personification help you to understand? Why is it effective?
- How does the phrase... help to make the description of the character/setting effective?
- How does the author create a feeling of suspense?
- Which words/phrases had most impact on you as a reader? Why?
- How does the author's vocabulary choices/sentence structures make you want to keep on reading?
- What impact does the word/group of words/phrase/sentence ... have on the reader?
- Why are paragraphs/verses/sentences...so short/long?
- Explain why the author keeps using the word ...
- Why does the author begin this paragraph/verse/heading with the word....?
- Give 2 reasons why the author/poet used the word/words...
- What has changed between the beginning and end of this extract/poem? Use evidence from the text to support your answer.
- Is...still alive? Explain how you know.
- Explain why the author poet describes...as....?
- How does the character's mood change from....to....? Use evidence from the text to support your answer.
- What impression do the words....give you about...?
- Explain why people react differently to...at the beginning and the end of the text/poem.
- Why does the writer begin this....with a question?
- Why does the writer use bullet points in the last section?
- Why did the writer organise the three sections of this text in the order they are in?
- Why do you think the writer chose to start the piece with an illustration?
- What is the function of the first paragraph?
- What is the main way...is different to...?
- How does ...change between the first and last verse/paragraph?
- How is the last verse different from the previous verses?

		<ul style="list-style-type: none"> - What image does the poem give you of...at the start, and how does this change at the end of the poem? - Does the author/poet like...How do you know? - Does the writer think...is a good thing? Explain your answer using evidence from the text.
Year 6	<ul style="list-style-type: none"> - I am able to explain and discuss the main purpose of a non-fiction text. -I can identify and discuss themes across longer texts/novels/poems. -I can discuss and evaluate a range of features in non-fiction texts relating to organisation at sentence and text level and explain how these contribute to the effects achieved. -I can discuss and evaluate features in fiction texts, relating to organisation at sentence and text level and explain how these contribute to the effects achieved. For example, paragraphs, speech to move the action on. -I can comment on and explain the writer's use of language, including figurative language, considering the impact on the reader. For example, 'The repetition, rhythm and rhyme pattern together make it seem like the rhythm of the train, which the writer is talking about. It makes the reader feel panicky. -I can clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text. -I can identify and comment on explicit and implicit points of view. -I can make comparisons within and across texts I have read and have had read to me. -I can distinguish between statements of fact and opinion within a text. -I can provide reasoned justifications for my views. 	<ul style="list-style-type: none"> -What is the purpose of this text? Explain how you know. - How has the author been successful in the planned purpose of the text? - What is/are the main theme(s) of this text? How does the author build up your understanding of the key theme/s? - Can you name another book with a similar theme/characters/setting? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why do you think the author chose to include an illustration/diagram at this point? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...? - Who do you think this information is for? - What does this word/phrase/sentence tell you about the character/setting/mood? - How does the author's use of vocabulary / sentence composition help to create a specific mood/atmosphere? - What other word/s or phrase/s could the author have used to...? - What does the word...suggest about the way...feels? - Why does the author use the word....to describe...? - What do the words....tell you about...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/angry/frustrated/lonely/bitter, etc.? - Why did the character do...? What effect did this have on the story? - How has the author made you, as the reader, feel...? - How does the simile/metaphor/personification help you to understand? Why is it effective? - Find and copy two similes/metaphors/ examples of personification used to describe...

- Why do you think the author/poet compares...to...?
- How does the phrase... help to make the description of the character/setting effective?
- How does the author use imagery to create mood?
- Does the author present information in the most effective way? Why/why not?
- How else could the author have presented this information? Why might it be better/worse in this way? Explain.
- Describe different characters' reactions to the same event in a story.
- Draw lines to match each part of the story with the correct quotation.
- Give one example of the use of...in the text.
- Find and copy...different words from the rest of the paragraph that suggest....
- What impression do the words...give you about...?
- How is this book similar to...?
- How is it different to...?
- Is this book as good as ...?
- Which book with the same setting is better?
- What does...tell you about...?
- What does the word...suggest about...?
- According to the text, give one way...are similar/different to...
- Circle....words/phrases from...that indicate the author's viewpoint. Explain your answer using evidence from the text.
- Put a tick in one box in each row to show whether each of the following statements is a fact or an opinion.
- Based on what you already know of the narrator, what does the dialogue at the end of the extract suggest might happen to the boy next? Use evidence from the text to support your prediction.
- List two ways in which you would know this text was set in/was not set in the past/modern times etc...
- Find and copy...words that show you the text was set in the past/modern times etc....
- What information does the word...give you in the following sentence?
- How is the reaction of...different from the reaction of...?
- What is...like before and after...?
- Explain how the opening paragraph tries to interest the reader. Give examples from the text to support your ideas.

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| | | <ul style="list-style-type: none">- Why has the author repeated the phrase...?- How is the last verse different from the first verse?- Explain, using evidence from the text, how you think the atmosphere in...changes between the first and third verses of the poem/ the first and second paragraph.- How does the author want to make you feel about...? Explain your answer referring to the text.- Explain the different views of...and...using evidence from the text.- From whose point of view is the story told? How do you know?- What is the purpose of...?- What is the author's opinion of...? Explain how you know.- How does the author feel about...? How do you know?- Does the writer think...is a good thing? Explain how you know.- What do the words...tell us about what the author thinks about...?- What order has the author followed in the text and why? |
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Retrieval

Content domain 1b - Identify and explain the key features of fiction and non-fiction texts such as characters, events, titles and information.

Key Stage 1

Year	LEAPs	Questions
Year 1	<ul style="list-style-type: none"> -I can use picture cues to tell a story. -I can find key words/sounds within a text I am reading. -I can answer some simple questions about a text that I have read. -I can identify the key organisational features of a fiction book. E.g. Title, front cover, blurb, illustrations, author and illustrator. -I can identify the key organisational features of a non-fiction book. E.g. title, sub-title, contents, glossary, index, page numbers, diagrams, captions. -I understand the difference between fiction and non-fiction books. -I can use a contents page to find information. -I can explain how a contents page, glossary and index are ordered. 	<ul style="list-style-type: none"> - Who/What/Where/When/Which/How...? - Look at the pictures... - What do you think the title might tell us about the story? - Is this a good title for this book? Why? - Who wrote the book? - Does the blurb make you want to read the story? Why/Why not? - 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 ...Z? - How does the index/contents page help you to find information in this book? - Which part of the text should I use to find...? - Is this a fiction or a non-fiction text? How do you know? - What is a glossary used for? - What order is the glossary/index/contents page in?
Year 2	<ul style="list-style-type: none"> - I can find and copy words from a text I have read. -I can find the answer to a simple comprehension question in the text. -I understand and can talk about the features of page layout in different types of non-fiction texts. -I know the difference between contents and index pages and how they can be used. 	<ul style="list-style-type: none"> - Who/What/Where/When/Which/How...? - 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 _____?

	<p>-I can compare and talk about the features of fiction and non-fiction books.</p>	<ul style="list-style-type: none"> - How do the title/contents page/chapter headings/index/ glossary, etc... help you 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? - What kind of text is this? How do you know? - Why has the author organised the text like this? - What is the difference between the contents page and the index? - What would I find on page...? - Which word/phrase is used to describe....? - Which word/phrase tells you...? - Why did... happen? - What 3 fact are you told about...? - Give 2 ways.... - Find and copy 2 things that tell you... - Find and copy the 2 words that tell you... - Name 1 thing that... - Tick which sentences are true and which are false.
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Retrieval

Content domain 2b - Retrieve and record key information/key details from fiction and non-fiction Key Stage 2

Year	LEAPs	Questions
Year 3	<ul style="list-style-type: none"> - I can scan fiction and non-fiction texts for important words and phrases. -I can skim read a page/short chapter of text to retrieve the main information. -I can answer questions about a text by locating the information needed. -I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc.) to find information quickly and effectively. 	<ul style="list-style-type: none"> - Who/What/Where/Why/Which/How questions. - How do the title/contents page/chapter headings/index/ glossary, etc... help you 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?

		<ul style="list-style-type: none"> - Who do you think is the most interesting character? Why? - Where would you look to find information about...? - Find and copy two things we learn about... - Find two pieces of evidence to support this statement. - Which of the following facts are true/false? - Write a fact about...from the text. - List 3 things we are told about... - Draw lines to match...to...
Year 4	<ul style="list-style-type: none"> -I can use scanning to find specific words/phrases and numerical information. -I can skim read a page/short chapter of text to retrieve the main information. -I can use text marking to identify key information in a text. -I can answer questions about a text by locating the information needed. -I understand how to use all aspects of a text to answer questions e.g. labels, captions diagrams. 	<ul style="list-style-type: none"> - Who/What/Where/Why/Which/How questions. - How do the title/contents page/chapter headings/index/ glossary, etc... help you find information in this book? - Which part of the text should I use to find...? - 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? - Draw lines to join ... to words the writer uses to describe them. - List...things we are told about... - Choose which of the following are true and which are false. - Find and copy a word/group of word/phrase that tell(s) you.... - In what year did...? - Give two examples from the text that show...
Year 5	<ul style="list-style-type: none"> - I can use scanning to find specific information e.g. dates, numbers, names etc. -I can use skimming to establish the main idea and summarise the information from the text, identifying key details. -I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer. -I can find information by using my knowledge of text layout and structure to answer questions. -I can find evidence within a text to support my answer, using quotes where appropriate. 	<ul style="list-style-type: none"> - Who/What/Where/Why/Which/How questions. Use evidence from the text to support your answer. - How do the title/contents page/chapter headings/index/ glossary, etc... help you find information in this book? - Which part of the text should I use to find...? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain using evidence from the text. - True or false questions. - List...ways.... - Find and copy...things... - Fact or opinion questions. - Draws lines to match...

		<ul style="list-style-type: none"> - Name...things that... - What is (a) ...?
Year 6	<ul style="list-style-type: none"> -I can decide when to use skimming or scanning to retrieve different types of information from a text. E.g. scanning for a date, name, number or skimming to summarise -I can skim read a chapter/several paragraphs to identify key details and summarise what it is about. -I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer. - I can find information by using my knowledge of text layout and structure to answer questions. - I can find evidence within a text to support my answer, using quotes where appropriate. 	<ul style="list-style-type: none"> - Who/What/Where/Why/Which/How questions. - How do the title/contents page/chapter headings/index/ glossary, etc... help you find information in this book? - 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. - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Can you give two reasons why (character) does / does not like ...? - Number these facts about... in the order in which they happen. - Using information from the text, tick one box to show whether each statement is true or false. - Write down...things you are told about.... - Give ...reasons why.... - Find and copy...things that.... - Choose the correct option to complete each sentence. - Draw lines to match...to its description. - What is (a) ...?

Sequence

Content domain 1c - identify and explain the sequence of events in texts.

Key Stage 1

Year	LEAPs	Questions
Year 1	<ul style="list-style-type: none"> - I can retell a familiar story, in the correct order. -I can identify the beginning, middle and end of a story. 	<ul style="list-style-type: none"> - 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 happens/happened after? - How did the story begin/end? - What's the main point in this paragraph? - Are these pictures in the right order? - When did/does...? - Number these events from 1-5 in the order they happened. - Match the events to the numbers. - How didfeel at the end/in the beginning/before/after...? - Label these pictures to show... - Draw lines to show who did what in the story. - What did ...do in this text? Tick 3. - What is the first thing to do when you build a shelter/make a cake etc.?
Year 2	<ul style="list-style-type: none"> - I can re-tell a story, referring to most of the key events and characters. - I can discuss the sequence of events in texts and how they relate to each other. 	<ul style="list-style-type: none"> - 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 begin/end? - What's the main point in this paragraph? - Number these events in the order in which we are told them. - What information does ...introduce? - Draw 3 lines to show what happened on each day. - What did...do before/after....? - What information does the first/second/last heading introduce? - What do you have to do before/after....? - What happens in the first/second etc. verse? - What happened when/after...got home/got up/went to bed? - What happens before/after...? - When does/do...?

Sequence/Summarise

Content domain 2c- Summarise the main ideas from more than one paragraph.

Key Stage 2

Year	LEAPs	Questions
Year 3	<ul style="list-style-type: none">- I can order and sequence key events across a range of fiction and non-fiction texts.-I can identify main ideas drawn from more than one paragraph.-I can summarise the main ideas drawn from more than one paragraph.	<ul style="list-style-type: none">- 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?- Tick the statement that is the best description of....- Suggest a different title...heading for...- What happened first in this chapter/the story?- How did the story end?- Tick the sentence which is the best summary of....- Which of these would be a good title for...?- Number these events to show...- Number the places in the order...visited them.- Complete this list of events using information from the text.- Choose the best heading for....- Draw lines to match the main idea for each verse/paragraph?- Choose the sentence that summarises...- The poem has... verses. Draw lines to match the main idea to each of the verses.
Year 4	<ul style="list-style-type: none">- I can order and sequence key events across a range of fiction and non-fiction texts.-I can identify main ideas drawn from more than one paragraph.-I can summarise the main ideas drawn from more than one paragraph	<ul style="list-style-type: none">- What's the main point in this paragraph?- Summarise the key point of this paragraph.- Which of these statements summarises the story so far?- Number the events in the order they happened.- Choose the best summary of....- Write the paragraph number/verse number that matches each of these statements...- What is the main idea of the ...paragraph/verse?- How would you describe the personality of... and why?- How would you describe the beginning/middle/end of the story in 3 sentences?- Which of these would be the best title/heading for...?- Why is this title/heading appropriate?- Why is the poem called...?

		<ul style="list-style-type: none"> - Which of these would be the best title/heading for...? Explain why. - Complete the flow chart to show.... - Choose 4 of these statements to make a summary of... - Number these steps to show the order you do them in. - Why do you think this text/section is called....? Use evidence from the text to support your answer. - What do you think the main lesson we can learn from/moral of this text is? - Each stanza (verse) in this poem has a different theme. Write the theme of each stanza. The first one has been done for you.
Year 5	<ul style="list-style-type: none"> - I can summarise the main ideas drawn from more than one paragraph, - I can identify at least one key detail which supports my thoughts. 	<ul style="list-style-type: none"> 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? - How does paragraph ... introduce the events in the rest of the text? - Suggest an alternative title/heading for...and explain why you chose it. - Number the events/statements to show.... - Match the paragraph/verse number to the summary statement. - What is the key/main idea of....? - What do you think the poem is about? - Which of the following would be the most suitable summary of the whole text? - Look at ... Write one thing they all have in common. - Summarise the poem in 2 sentences. - Why is....a good name/heading for...? -Which of the following would be a good heading for...? - How does paragraph ... introduce the events in the rest of this extract? - Match the paragraph to its summary statement. - Write one thing ...have in common. - Write two sentences summarising what the poem is about. - Summarise the key information in...in ...words. - Draw lines to match what each....is about.
Year 6	<ul style="list-style-type: none"> - I can clearly summarise the main ideas drawn from more than one paragraph. 	<ul style="list-style-type: none"> - 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?

- I can identify key details and use quotations to support my thoughts.

- How would you describe the personality of... and why?
- Number the events/statements to show....
- Give two reasons from the text why ... is an appropriate name for....
- Using information from the text, show when in each event happened.
- Which of the following would be the most suitable summary of ...?
- What is the main purpose/message of this text/paragraph/poem?
- Which section of the text shows...?
- Which sentence best describes...?
- What are the main points the author makes to support ...?
- Find and copy one clause or sentence from the text that explains what the whole text is about.
- What arguments does the author make for/against ...?
- How do you think the author/poet views/sees...?
- Below are some summaries of different paragraphs from this text. Number them 1 - 6 to show the order in which they appear in the text.
- Number the following events 1-5 to show the order in which they happened.
- Which sentence best describes...?
- Using information from the text, tick one box in each row to show whether each statement is true or false.
- Which section of... is written to inform readers that...?