


Predicting



Predicting 	
I wonder if I predict I think that I bet that I imagine I think * will happen I think I will learn I think it will be set out The next part will be about	because

Question Stems for predicting

- What might happen next and what evidence is there?
- How might the next part be organised?
- Do you think that... will change their behaviour?
- Give a prediction – discuss giving evidence from the text.
- Predict....
- Which is most likely....?

“Think alouds” – a statement that visualises your thought process.

Before reading:

Eg I've found this book and when I look at the title/illustrations I think... because... so that might mean... I could predict...)

While reading: (e.g. I wonder what's going to happen next. I know So that makes me think ... I could predict?)

After reading (Eg while I was reading I predicted ... I was right because/I was incorrect because...)

Multiple Predictions:

Confident readers not only make predictions but they constantly re-evaluate and adjust their predictions as they read. One way to help children develop this skill is to start from a narrow viewpoint, for example, you could show them a small part of an illustration or phrase from the text and ask them to make a prediction based on what they can see, then show them more of the picture and ask them to make another prediction. This will help them to adjust their first prediction as they read.

Making links

Making plausible predictions involves making links to other known texts, characters and information. Although predictions should be made with reference to a specific text, extrinsic knowledge relating to the wider genre or subject matter of text is also important. For instance, if you are reading Cinderella with your class they may also have read other fairy tales and know that characters often live happily ever after. This may have a bearing on the predictions they make. As part of the “think aloud” process you could model making links to known texts.

Graphic organisers

Once the children have started to make predictions, you could use graphic organisers to help them organise their ideas and scaffold their justifications. It is important to explicitly model the thinking process behind this strategy. Examples include:
I predict that... because The children complete a chart that asks them to record their prediction and justification.

What has happened... What will happen... What actually happened: The children complete a chart by recording event(s) from the text and their predictions about what will happen next. You could then give them the source text and allow them to read beyond the extract and record what actually happened.

1. Read the question aloud. Point out the need to look back at the text rather than making a hasty prediction that does not relate closely enough to the text – the children need to think about what is *likely* to happen rather than what they want to happen.

2. Identify the key words in the question. Scan the text for those key words, or related key words and highlight or underline them.

3. Read around the key words to look for context clues.

4. Discuss what you know already.

5. Discuss what you think may happen next, linking this back to the text.

6. Model justifying your prediction. This might involve relating the ideas in the question to your own experiences to model using your background knowledge.

7. Check that the information in your answer matches the question.

Retrieval

Retrieval – New strategy



It is important to note that retrieval questions will sometimes require the children to draw on other comprehension skills, such as inference to reach the correct answer.

Questions Stems for retrieval

Find and copy two examples of ... from the text.
Retrieval questions based on the text – Who, What, When, Where

How? How long? What year?
How does the information given in the first paragraph compare with the last?

Which.....do these words describe?
According to the text....what...

Why had...(question about text)? How did ... react?

What is the e.g. first mistake....? (sequencing)

What conclusion does ... draw from this?

Give one e.g. piece of advice...

Give one way they are similar....different (1 mark for each)

Who else in the story.... (find reference to another part of the text)

What event e.g. made him want to swim the English Channel?

Using information from the text, tick the correct box to show whether each statement is true or false. Table with 4 statements.
True/False (marks)

Tick to show whether the statement is fact or opinion.

Draw lines to match each statement...

Name two ... and explain e.g. how he dealt with them. Need both parts for each mark.

Why do...? What was one effect of...?

Refer to examples of formats such as numbering, true / false, matching, tick box etc.

Identify the key words

To retrieve information, the children need to be able to identify key words in the question before locating them in the text. This should be modelled explicitly by looking at the question, removing any extraneous information and then deciding on the key words needed. Sometimes, the key words in the question will be synonymous with words in the text. It is important to model discussing possible synonyms that the text may use instead of the key words.

Scanning

This is the process of rapidly searching the text for specific information, such as a key word. This is a fundamental reading skill that should be prioritised and practised. It is important to model a systematic approach by scanning every line in the text, using your finger or a ruler on the page. Activities that do not require the children to decode may be helpful for them to develop scanning skills. The children could use "search and find" texts such as "Where's Wally?" to practise scanning. Alternatively, you could provide children with a section of text and challenge the children to see how many words, letter strings, or punctuation marks they can find in it within a given time.

Point out the evidence/Fastest Finger First


To emphasise the importance of always referring to the text rather than just falling back on extrinsic knowledge, challenge the children to "point out the evidence" for their answer, for example by highlighting, circling or underlining the text. You could also play games such as "Fastest Finger First" in which the players race to physically place their finger on the word (s) in the text that answer a question or provide a relevant detail.

Modelling retrieval:

1. Read the question aloud. Remind the children that they should resist the temptation to draw conclusions based on their own knowledge and model focusing your attention back to the words in the text.
2. Locate the key words in your question.
3. Scan the text for those words, or related key words and highlight or underline them.
4. If necessary, read round the key words to look for context clues.
5. Find the information in the text and highlight or underline it.
6. Check that the information you have found answers the question.

Clarifying



Clarifying 

I think that means
I didn't understand
What does * mean?
I need to reread this part because
* is a tricky word so I
I didn't understand * so I
Let's reread because it didn't make sense.

Question stems for clarifying

- Which word tells us that?
- What does the word mean in this context/sentence? Tick one.
- Find and copy the word that means/tells you that.....
- Which word most closely matches the meaning of the word? [tick one]
- What doesmean?
- Look at the paragraph beginning....
- What does the word... tell you about ...?
- Quote from text. What does.... mean in this sentence – tick one.
- Find and copy two different words from the sentence / page that show
- Find and copy one word/group of words that means the same as...
- Choose the best words to match the description... (multiple choice)

Categorisation

For vocabulary knowledge to become deeper and more securely embedded, the children need to be able to categorise vocabulary. Eg knowing that zebra and *mongoose* both refer to animals, and that angry and exasperated both describe negative feelings, will support the children to make essential links as they read. Providing them with work cards to sort into categories can help to build up this understanding.

Context clues

Reading around the target word or sentence to gain a general idea of the context can help children make an educated guess about the word's meaning. However, it is important to note that using context clues can also lead to confusion, as authors generally do not write with the primary aim of supporting readers to make meaning. When teaching vocabulary explicitly, it is a good idea to introduce a new word within multiple contexts before modelling how to use the specific context to construct meaning.

Substitution

Encourage the children to make substitutions to help them check the meaning of a word. If the target word is replaced by a new word, does the sentence still make sense? Is the new word a synonym or has the meaning of the sentence changed? If the sentence still 'works' how does this information help the children to answer the question?

Shades of Meaning

When the children are investigating possible synonyms for unfamiliar vocabulary, ensure that they understand that a synonym is a similar to, but not the same as, the original word. Asking children to place a group of synonyms on a scale from the weakest to the strongest can help them appreciate nuances.

Etymology

Children need to be taught the meaning of root words, prefixes and suffixes, and should be encouraged to use these to help them make educated guesses about word meaning.

Modelling clarifying:

1. Read aloud. Model reading the whole question carefully.
2. Identify and underline the key words in the question.
3. Model scanning the text efficiently to locate each key word or related key words, from the question.
4. Demonstrate reading the sentences before and after the each key word to look for the context clues.
5. Make links aloud between the key words and their synonyms. Model using this knowledge to help you gauge meaning.
6. Formulate an answer. Model checking that it answers the question.

Inferring



Inferring	
The word * tells me	
The part * tells me	
This makes me think that	
I think this character	because
I think the setting is	
I think the mood is	
I think the writer's viewpoint is	
I think this character's viewpoint is	

Questions Stems for inferring

- How do you know.....? What evidences there that...? Explain what the poet finds ... about...
- What does this word/phrase tell you about.....? The experiencecould best be described as ...?
- What do we know about this character – what clues from actions, description or dialogue are there?
- Where do you think this text is set and why? What suggests that?
- What is the overall mood of the text and why do you think that?
- What impressions do you get?
- What is the author/poet's point of view and how do you know?
- Tick the two verses that...?
- Look at the paragraph beginning ... to... Why does ... do this?
- In the paragraph beginning... in what way does ... think....?
- What does ... think... ?
- What are three ways... the (cat) shows that ...? (2 marks)
- Look at section headed... put a tick in the right box to show whether each of the following statements is a fact or opinion. Table with 4 statements. (2 marks)
- Give one piece of evidence from the text which shows this.
- What was unusual ... about ..?
- Choose the best words to match the description... (links to clarifying)
- How is the made to seem e.g. mysterious. Explain two ways, giving evidence from the text to support your answer (3 marks)
- Why might he (not) have expected it to e.g. feel smooth....?
- Where was the e.g. the whale - 4 choices tick one? Using inference to answer retrieval question.
- What does this paragraph tell you about the character?
- Explain two features ...using evidence from the text (3 marks)
- How can you tell Give two ways
- Quote. This tells us at the end of the story...e.g. Michael felt... Tick one statement.
- True or false...
- Give two reasons...

Ensure children are clear on the definition of inference – that it's something the author has not told us. Inference is one of the most difficult strategies to teach so don't be surprised if the children find it difficult at first. It is very important to choose your text well for inference. When reading core books, post-it good passages which lend themselves to inference to come back to when teaching the inference week. It does not matter if passages are post-dated. Inference is a higher-order skill and may require children to have an opportunity to clarify before they infer. Prediction is a form of inference which looks forward so at times it is hard to separate prediction with inference.

Think – alouds

Confident readers make inferences automatically as they read. However, when teaching children to infer, you should slow down and model your thought process. Think-alouds (statements that verbalise your thought process) can be useful. You could think aloud to model what you know and what I think.

Objects and visual representations

Using objects and images that relate to the text that can be helpful when exploring inference, as this eliminates the need to decode and therefore reduces cognitive load.

Real-life scenarios

Many children will need prompting to connect the inferences they make in everyday life with inferences made while reading. One strategy is to use models such as think alouds to explore real-life scenarios, using clues to make inferences about people's preferences, location or relationships. For instance, you could watch a short video clip showing two people and ask the children what they infer about their relationship e.g. Do you think these people are friends or enemies?

Modelling Inference

It is important to note that retrieval questions will sometimes require the children to draw on other comprehension skills, such as inference to reach the correct answer.

1. Read the question aloud.
2. Locate the key words in the question. Scan the text for those key words, or related key words, and highlight or underline them.
3. Read around the key words to look for the key words.
4. Discuss what the text tells you about the key words.
5. Model using this information to make an inference. This might involve relating the ideas in the questions to your own experiences to model the use of background knowledge.
6. Model justifying your inference with evidence from the text.
7. Check that the information answers the question.

Evaluating



Evaluating

Language
The word/phrase * works well because
I like the way the author uses * it makes me think about
I think it would have read better if
It's very clever the way the author uses * because
The sentence * has high impact because

Organisation
The text is organised well because
The presentation helps the reader because
The structure could be improved by

Question Stems for evaluating

Give one example of the use of ... (humour) in the text?
The word ... suggests that the character acted ... Tick one.
How does the author's/poet's use of language effect the reader?
How has the author/poet used figurative language effectively?
Which words create the mood of the text? Give two impressions this gives you of the?
Does the organisation of this text improve the effect on the reader?
Why do you think the author/poet has presented this text in this way?
What does this description suggest...?
At what point in the text...?
Why do you think the first sentence in paragraph X was included?
What does this sentence tell you about...?
How has the text been written to make you want to find out more?
Give one point and one piece of evidence.
How do X's feelings change over the course of the story. Give two changes.
How does the author encourage you to read on at the end of this extract? Explain your answer using evidence from the text. Look at the first sentence. What effect do you think he author is trying to create?
What impression does the group of words.... give you of...?
Give one impression and one piece of evidence.
Find and copy one word/group of words that tells you...
What is the effect of using repetition in this line/paragraph/text?
What does the group of words...tell you about how... is feeling?
What does this group of words tell us about ...? Tick one.
What effect does this choice of words have on the reader?
How does the author's choice of words here add to the atmosphere at the end of the story?
What impact does this sentence have on the reader? Explain your answer using evidence from the text.
Give two things this word/group of words tells you about...
The author often uses the word... to describe... Why do you think the author does this?

Remembering content

In order to make an informed judgement about the relationship between parts of text, the children must understand the structure of the text itself. Research by Paris and Paris (2007) shows that when pupils are taught techniques to remember the key elements of narrative, such as the "five finger trick" (thumb – "who", first finger "where", second finger "beginning", third finger – "middle", fourth finger – "end"), they can retell stories more fully and show improved narrative comprehension. It is important to discuss the structure of narrative and non-narrative text.

Plotting points

Relationship questions sometimes focus on a characters actions at a particular point in the text. While this relies on the ability to sequence and structure the text, you could plot a characters emotions throughout the text on an axis of emotion, or use a graph to show how one characters actions affect another.

Discussion and think alouds

The children need to become comfortable with exploring the effect of words and phrases in the text. Providing regular opportunities to discuss texts, including modelling thinking aloud about why a text is effective and what impact certain word choices have on the reader, will help them grow in confidence. You can do this with every text you explore as a class.

Categorisation by effect

For vocabulary knowledge to become deeper and more secure, the children need to be able to categorise vocabulary by effect. For example, they might collect adjectives that show a character is elderly, or vocabulary that builds tension. Providing them with word cards to sort into categories can help to build their understanding.

Figurative language

Although evaluating questions often deal with the effect of single words, the focus can sometimes be on the effect of figurative language, including alliteration metaphor, personification and simile. It is crucial that the children are exposed to numerous examples of these concepts so that they learn to identify them in new texts.

"What I know" and "What I think"

To reach a conclusion about a words impact, the children should always use the sentences before and after the target word or phrase for context. A useful strategy to help with this is the "What I know...What I think" model. When using this strategy to explore word choice "what I know" refers to the word(s) and who/what they are about, while "what I think" encourages the children to make an inference about the words' effects on the text.

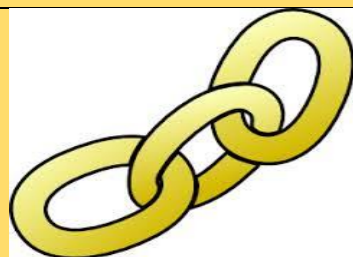
Modelling evaluating

1. Read the question aloud.
2. Locate the key words in the question. At this point you could talk about the genre and theme of the text and about how what you know could help you to answer the question. Scan the text for those key words, or related key words, and highlight or underline them.
3. Read around the key words for context clues.
4. Discuss how the information relates to the text as a whole. Does it help to communicate a certain theme?
5. Discuss how it relates to the text.
6. Check that the information in your answers matches the questions.

Modelling evaluating effect of a word

1. Read the question aloud.
2. Identify the key words in your question, including the target word(s)
3. Discuss what you already know about the word(s) including generating synonyms if applicable.
4. Scan the text for the target word and highlight or underline them.
5. Read the sentences before and after the target word(s) to get a sense of the context.
6. Discuss the effect the words have on the surrounding sentence(s) or paragraph.
7. Formulate your answer, checking that the information in your answer matches the question.

Making Connections



Making connections

Text to self:
I know about this because I
I've been to / seen
I saw a programme about this
I can identify with this character because

Text to text:
I think this book is a * (*genre*) book because
This reminds me of * because
This is similar to * because
This character is similar to * because

Text to world:
This links to
This is because

Question stems for making connections

Two characters react differently to... (an event.) How does character 1 react? Tick box
How does this link to the previous section? Other texts?
Have you ever...?
What book/character does this remind you of?
Is this similar to?

Good readers use their background knowledge to connect with what they read. They make connections to their selves, the world and other texts. It often overlaps with inference, prediction etc. which draws on prior knowledge. Students who make connections while reading are better able to understand the text they are reading. Students are thinking when they are connecting, which makes them more engaged in the reading experience. They can empathise with characters.

Their connections to themselves widen from actual events such as holidays to links to relationships and emotions they may have felt. This helps them empathise with characters. When making links to texts, they may:

- Use the terminology of text-type or grammar to make links
- Use knowledge of authors
- Compare the structures of stories
- Compare similar themes

When making links to the world, children draw on their wider knowledge such as history and science. They also reflect on the author and the time the text was written.

As children progress, they broaden out from making links to themselves and start making more links with the world and other texts. This strategy is not currently tested in statutory assessments but is very important in ensuring children think deeply about texts.

Identify similarities/differences

In independent sessions, children could read something by the same author as the core text being studied to compare similarities / differences. This strategy works particularly well when the core book used fits with a humanities topic e.g. Journey to the river sea, Goodnight Mr. Tom.

Modelling Making Connections:

1. Use of think alouds. E.g.: This reminds me of when I felt nervous before my piano exam. The opening reminds me of the other short story which also began with stating how a character felt.
2. When reading class novels, making connections can be something you refer to with the children.

Asking Questions



Asking questions ?

Who
What
When
Where
I wonder
Why
How
What if
Why do you think
How do you think
How do we know

Question stems for asking questions

When introducing question types you can introduce the question types that are used for the big picture. In DR there are 4 question types: Right there, Think and search, Vocabulary and Evaluate. In these the more closed questions are Vocabulary and Right there questions and the more open are Think and search and Evaluate. Evidence is often needed for the think and search and evaluate questions

RIGHT THERE



Where? When?
What?
Who? Which?
Give Reasons...
True / False
Order
Name / State ...



THINK AND SEARCH



How do **you** know?
What does this tell **you** about character mood setting...?
How can **you** tell...?
Think...



VOCABULARY



Which word(s) tell you ...?
Find and copy ...
What does ___ mean?
Which words are closest in meaning ...?
Choose the best words to match ...
What does the word ___ suggest?



EVALUATE



How does the author / writer/ poet...?
Use of Language...
Does the Organisation ...
Presentation...



Asking children questions OR asking the children to ask each other questions enables children to think more deeply about the whole text. Children are more likely to monitor their understanding. 'When children are encouraged and taught to ask questions as they read, their comprehension deepens' Armbruster, Lehr and Osbourn, Keene and Zimmermann.

'Good readers ask questions throughout the reading process.' Palincsar and Brown 1986

Children's questions may initially be based on retrieval of information. Children begin to ask more higher order questions based on inference and evaluation using why, how would ...

Children in upper KS2 use these higher order questions regularly to challenge each other when reading.

Children have some opportunities to create questions related to different formats.

Write your own

As a Selfie activity a child can be encouraged to write their own questions about a piece of text they have read. Partners can then have the chance to verbally answer it. Children in upper KS2 should have some opportunities for creating questions in different formats from texts such as true / false questions.

Question sorting

When you introduce questioning, ask the children to sort the question words into which ones are more likely to make children think. Relating this to a text you've recently studied works well. Although many of the question words can be either, starting with e.g. why, will more likely challenge their partner more. Try to encourage the use of more open questions - bold on the DR bookmark during independent time.

Modelling Asking questions

1. Read a part of the text. Model asking a question about the content.
2. Model answering different types of question formats – true/false, identify one key word, why...?

Summarising



Summarising



The key idea is
The most important ideas are * and I know that because
This part is about
The headline would be
In 10 words
The main theme is

Question Stems for summarising

Which section of (text/Story/leaflet) is written to ...? (inform the reader that...)

What is the main theme/key idea? Which statement is the best summary?

What is the main idea of this paragraph and what are the key details?

Do you think the author/poet is trying to convey a message? Why?

Number the following events 1-5 to show the order in which they happened. [box to number]

Which of the following would be the most suitable summary of the whole text. Tick one.

Which word best describes...? Tick one.

Which subheading best summarises the content of paragraph X? Tick one.

Look at paragraph x, what is the main point of this paragraph?

Which of the following would be the most effective (alternative) title for the whole extract?

Look at the last paragraph. Summarise why...

Summarise what the first verse tells us.

Match each verse/paragraph to its ideas/topic.

Number the statements to show the order in which they happen in the text.

Skim reading

Skim-reading means reading a text quickly to assimilate the main ideas. It enables the children to gain an overview of what each paragraph of a text is about. This helps them to generate a mental map of the text and predict where information is most likely to be found. This strategy is particularly helpful when reading non-fiction. You could introduce skim-reading by showing the children the text with most lines blacked out, so that only the title and the first sentence of each paragraph are visible. Discuss what this content tells the reader about the paragraph. Encourage the children to use the first line of a paragraph to "get the gist" of the text before reading it in more detail. It is also worth reminding them to look at titles, sub-headings, illustrations, captions and words that are formatted in bold or italics.

Captions

Children often struggle to retain the sequence and content of a text while reading. Model annotating each paragraph with a brief caption. This method will support the children to summarise as they read and help them to order events and information.

"Somebody Wanted But So Then"

This is a useful structure to use when summarising the events in a story, because it is easy to remember. Model the technique using a well-known story, as in the example below.

Somebody: Cinderella

Wanted: to go to the ball and escape her evil stepmother.

But: The magic ran out before she could live happily ever after.

So: She went back to her ordinary life.

Then: The prince found her and they lived happily ever after.

Cut it down

Once the children have learnt how to write a summary, challenge them to make it more concise by removing all unnecessary information. Using a summary, you have prepared yourself or one written by a pupil, work as a group to remove any extraneous detail. As you read through, make sure that you also draw attention to any examples of particularly concise writing.

Limits

When the children have developed some confidence in using this skill, you could add another level of challenge by giving them a limiting to the number of words of characters they can use to summarise a text of concept.

Modelling summarising

1. Read the question aloud.
2. Model deciding whether the question is asking you to give a summary of the whole text or a specific part of the text.
3. If the question asks for a general summary, model skim-reading the whole text to remind yourself of the key points. If you are summarising part of a text, model scanning the text to find that part, using the key words and/or the locator from the question, and reminding yourself of the main points.
4. Model formulating a concise summary or answering the question using your summarising skill.
5. Model checking your summary for non-essential details and removing them.
6. Finally, model checking that your final answer matches the question.

Remember to use different question formats:

14 Number the following events 1–5 to show the order in which they happened.

The first one has been done for you.

Gaby breaks the universal rule of tree climbing.	<input type="checkbox"/>
Gaby notices the cat.	1
Gaby tries to pick up the cat.	<input type="checkbox"/>
Gaby remembers the water-balloon fight.	<input type="checkbox"/>
Gaby takes her cardigan off.	<input type="checkbox"/>

1 mark

11 She resettled on the branch, considering her options.

What does *considering her options* mean in this sentence?

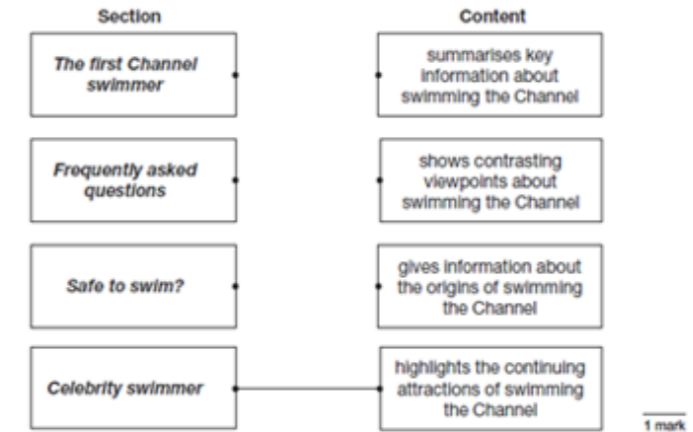
Tick one.

thinking about what to do	<input type="checkbox"/>
changing her mind	<input type="checkbox"/>
looking at it from the cat's point of view	<input type="checkbox"/>
wishing her mother was there	<input type="checkbox"/>

1 mark

26 Draw lines to match each section to its main content.

One has been done for you.



1 mark

18 Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
Matthew Webb's first attempt to swim the English Channel was not successful.	<input type="checkbox"/>	<input type="checkbox"/>
The first successful swim of the English Channel was in 1872.	<input type="checkbox"/>	<input type="checkbox"/>
J.B. Thompson and Matthew Webb swam the English Channel in 1875.	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Webb took twenty hours to swim the English Channel.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

19 Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

1. Hardship: _____
 How he dealt with it: _____

2. Hardship: _____
 How he dealt with it: _____

2 marks

31 ...the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.

Choose the best words to match the description above. Circle both of your choices.

The boat was chugging smoking racing roaring 1 mark

along on the cold sea. bubbling ripples. smooth waters. rocking tide. 1 mark