

<b>Reading together!</b>	<b>Questions to ask</b>
<p><b>Read it!</b>  <b>DECODING</b> – <i>How can we work out this word?</i>            Use a range of strategies, including accurate decoding of text to read for meaning.</p>	<p>How can we work out what this word says?            Can you break this word down?            Does that make sense?            Can you read that sentence again with expression?</p>
<p><b>Find it!</b>  <b>LITERAL MEANING</b> – <i>Who/ What/ Where/ When?</i>            Understand, describe, select or retrieve information, events or ideas from texts and use quotations and references to the text.</p>	<p>What... Which... Who            Which words...?            What is the name of...?            What happened?            What other word would make sense here?            Make true/false statements for child to respond to.            Ask child to devise true/false statements</p>
<p><b>Think about it!</b>  <b>SUBTLE, INFERRED MEANING</b> – <i>Why do you think..?</i>            Deduce, infer or interpret information, events or ideas from texts.</p>	<p>Why? How? What might happen?            How can you tell that?            What interests you about..?            Why do you think?            Can you explain..?            How did the character feel?            How do we know that? What clues are there?            What is the atmosphere/mood like?            Why is this important?            What do these words tell us about the feelings?            Can you find two pieces of evidence that show..?            Can you explain your answer?            Does this surprise you – why/why not?</p>
<p><b>Look at it!</b>  <b>TEXT ORGANISATION</b> – <i>How is this text organised?</i>            Identify and comment on the structure and organisation of texts, including grammatical and presentational features.</p>	<p>How does the title/cover/blurb encourage you to read?            Why has the writer begun/ended like this?            Where would you find? What part of the text shows...?            What is the purpose of the picture/heading/diagram etc            How does this layout help the reader? How has this text been structured?            Why has the author used this punctuation?</p>
<p><b>Listen to it!</b>  <b>LANGUAGE EFFECTS</b> – <i>Why is this word/phrase effective?</i>            Explain and comment on writer's use of language, including grammatical and literary features at word and sentence level.</p>	<p>What do these words tell you?            Find three words that show...            Why has the writer used this word/phrase/sentence?            How does the author create this feeling/mood?            Can you find an adjective/verb/adverb that shows...?            What is the effect of? What technique has the writer used?</p>
<p><b>Respond to it!</b>  <b>OVERALL EFFECT</b> – <i>How does it make you think/feel?</i>            Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p>	<p>Did you enjoy this? Why? Which part did you enjoy most?            What did you like/not like about...?            What type of text is this?            What is the most important part?            What is the main event?            Why do you think the author wrote..?            What effect was the writer trying to achieve?            What is this paragraph/chapter about?            Can you summarise?            What does the writer want us to think?            Are you convinced that...? Why?</p>
<p><b>Connect it!</b>  <b>LINKS AND CONNECTIONS</b> – <i>What does it remind you of?</i>            Relate texts to their social, cultural and historical context and literary traditions.</p>	<p>What type of text (genre) is this?            Have you read any other books like this?            Have you read any other books by this author?            Does this book remind you of anything else -- a book, a place, a video etc            Have you come across a character like this before?            How is this character like a typical hero/villain?</p>