



READ & UNDERSTAND

Straightforward or **literal** questions involving **recall** of what the text is about or what happened, with **answers being found in the text**.

Readers must find information and may use **skimming, scanning**, knowledge of text layout/organisation or **text marking** strategies. Tasks can also include finding **key points, main ideas** or **summarising** the text e.g:

When did Roald Dahl write his first book? List everything the tiger ate and drank at Sophie's house. What did the Snow Queen promise Edmund?

INFER WHAT'S NOT THERE

Inferential questions involve answers that are not directly obvious from the text—it is necessary to **read between the lines**. Readers must **predict**, go beyond the text, use **clues** and **reasoning** to find answers and **draw conclusions**:

What might 'gregarious' mean? What do you think will happen next? Why is Tinkerbell jealous? Should Edmund trust the Queen?

Explain thinking behind answers; refer to text to provide **evidence** and justification. **Why do you think that? How do you know?**

EXPLORE SOME MORE

Investigating an aspect of the text in more detail; may involve **describing** and **explaining**. Questions can cover the following areas:

- **Content** e.g. characters; plot; setting; feelings/relationships; themes; ideas; arguments; facts/opinions
- **Composition** e.g. genre features; style; sentence structure; vocabulary and word choice; use of language including: similes, metaphors, alliteration, personification etc.
- **Technical** e.g. grammar, spelling (phonics) and punctuation in context; text layout/organisation

REFLECT & RESPOND

These are often referred to as **evaluative** questions; they explore issues raised/discussed in the text itself and consider its effect. Includes personal response to text.

- What is the **purpose & audience** of this text? Is it effective?
- Do you agree/disagree with issues raised?
- Did you enjoy it? Could it be improved?
- Did the text persuade you? How did it try to do this?

Did the text teach you, challenge or change your thinking, move you emotionally or entertain you?

Explain your answer!

CONNECT 4

Questions or tasks that ask children to **make connections** with their:

- **Reading** (other texts they have read, watched, listened to)
- **Learning** (links to learning other subject areas)
- **Own Life and Experience**
- **The Wider World**

Consideration should also be given to the relevance of the text and its themes for readers today.

How does this text add to/link with our learning in other areas?

What new learning, information or message can be taken from the text and applied to our lives?

CREATE SOMETHING GREAT

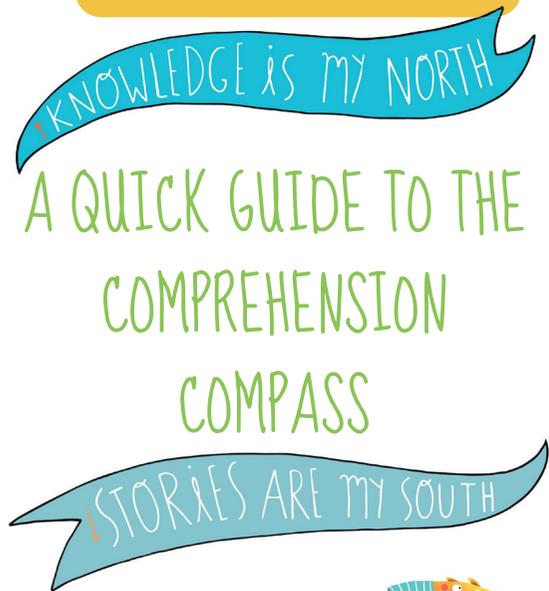
Responding creatively to a text.

May involve:

- Consolidating/using what's been learned during reading
- Solving a problem raised in text
- Researching/extending thinking on a subject or theme

Frequently includes:

- Drawing, designing, writing, planning, making, inventing, imagining, formulating, reconstructing, researching, composing, performing etc.
- **Creating a new text** as part of extended writing (can involve any subject area)



Reflective Reading