



# Stottesdon C. of E. Primary School



...we really care and  
make learning fun.

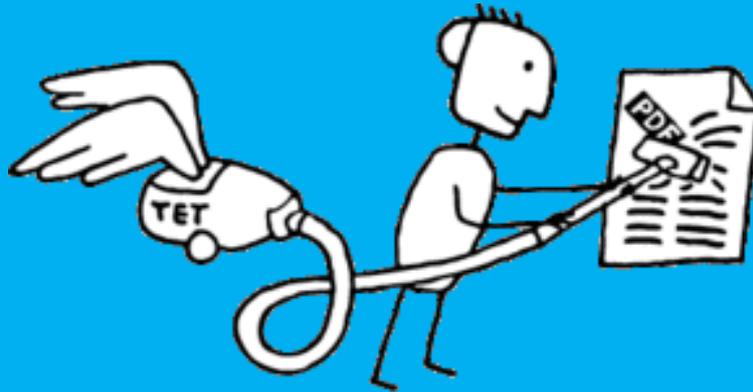
## Developing our reading toolkit.

This booklet aims to support parents in the range of discussion they can have with their child when reading a book.

Each page focuses on a different area. The first area is that children can decode and understand what they have read. The other areas in this booklet show how children can develop a range of other skills in order to become a confident reader.

# Reading - Area 2

*I can select/retrieve information*



List.....

Select a word that shows.....

Who.....?

What.....?

Where.....?

When.....?

Can you name the.....?

What did it/he/she look/feel/sound/taste/smell  
like?

What happened after....?

How many.....?

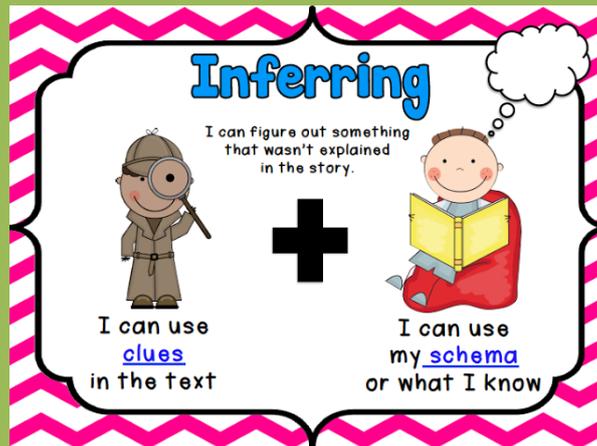
True or False questions

Which word means.....?

What does.....mean?

# Reading - Area 3

*I can deduce or infer (read between the lines) and use quotes to back up my deduction.*



How did \_\_\_\_\_ feel?

Why did \_\_\_\_\_ feel/think?

Explain why.....

How do we know.....?

What is \_\_\_\_\_ opinion?

Do you agree or disagree? Why?

What do we know about.....?

What do you think will happen?

Where/Who/When do you think.....?

If you were \_\_\_\_\_ what would you do now?

What is \_\_\_\_\_ thinking when he.....?

What are \_\_\_\_\_ motives?

Why are they so angry/sad?

Why do you think they said/did that?

# Reading - Area 4

*I can understand the organisation and structure of texts*



What is the purpose of.....?

How does the .....help the reader?

What are the .....for?

Why are some words in bold/italic?

How is the organisation similar/different?

Which is more effective?

What makes the text formal/informal?

Give 3 ways in which the text is written like a diary/report/discussion?

What are the features of this text type?

What are the main ideas in the paragraph?

How is the poem organised?

**commas; colons; contents; glossary; index;  
headings; bullet points; font size; bold; italics;  
flashbacks; repetition; questions**

# Reading - Area 5

*I can explain/comment on the writer's use of language, punctuation or sentence construction.*



What do these words tell you about....?

Why did the writer use this phrase....?

The writer makes.....seem like..... How does he do this?

What does this word/phrase mean?

Why did the author use this feature? e.g. repetition, simile, metaphor, punctuation, short sentence, adjectives, questions etc.

How has the author made it tense/sad/humorous?

How has the author created this feeling?

What words/phrases indicate the author's attitude?

# Reading - AF6

*I can identify the writer's viewpoint and its effect.*



What is the writer's viewpoint?

How do you know?

Do you agree/disagree?

What is the purpose of the  
text/paragraph/phrase?

Compare the texts. Which is most effective?  
Why?

# Reading - AF7

*I can relate texts to their cultural/historical context or literary tradition*



Can you think of a story which has a similar theme?

What difference does the culture/historical period make to how the characters act/react in the story?

Which other stories deal with similar issues? e.g. social; moral; cultural?

In other poems/stories by the same author, what common features (themes) do you notice?