



CLARENDON PRIMARY SCHOOL

Together we shine

Reading Domains

1a: Draw on knowledge of vocabulary to understand texts

- What does this word (*choose a word*) tell you about the character?
- What does this phrase (*choose a phrase*) tell you about the setting?
- What does this sentence (*choose a setting*) tell you about the mood?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, (*choose a character*) is mentioned a lot. Why?
- The writer uses (*choose words*) words to describe the characters. What does this tell you about a character?
- What other words could the author have to describe the character?
- What other words could the author have to describe the setting?
- What other words could the author have to describe the mood?
- The writer uses the word (*choose a word*). How does this make you feel?
- How has the writer made you feel? Happy /sad/angry/frustrated/lonely/bitter?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where does the story take place?
- When does the story take place?
- What did they look like?
- Who was he?
- Where did she live?
- Who are the characters in the book?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- How does the title help me find information in this book?
- How does the contents page help me find information in this book?
- How do the chapter headings help me find information in this book?
- How does the glossary help me find information in this book?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Can you describe the beginning?
- Can you describe the middle?
- Can you describe the end?
- You've got 10 words; can you sum up this story?
- Make a chart to show what happens in different parts of the story
- Why does the main character do (*choose a part of the story*) in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about the main event of the story?
- Can you explain why this character acted the way they did?
- What do these words mean (*choose words*) and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover. What do you think will happen next?
- What do you think will happen to the 'goodie' character? Why do you think this?
- What do you think will happen to the baddie character? Why do you think this?
- What do you think will happen to the main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme?
- Which stories have openings like this?
- Why did the author choose this setting?
- How is character (*choose a character*) like someone you know? Do you think they will react in the same way?

2a: Give/explain the meaning of words in context

- What does this word (*choose a word*) tell you about the character?
- What does this phrase (*choose a phrase*) tell you about the setting?
- What does this sentence (*choose a setting*) tell you about the mood?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, (*choose a character*) is mentioned a lot. Why?
- What other words could the author have used?
- What other phrases could the author have used?
- The writer uses phrases to describe (*choose a character*). How does this make you feel?
- How has the writer made you feel? Happy /sad/angry/frustrated/lonely/bitter?
- How has the writer made the character feel? Happy /sad/angry/frustrated/lonely/bitter?

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did they look like?
- Who were they?
- Where did they live?
- Who are the characters in the book?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words do this?
- What phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these paragraphs?
- You've got 20 words; Can you sum up these paragraphs?
- Make a chart to show the information in these paragraphs.
- Make a table to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about this character?
- Can you explain why?
- What did the author intend for the reader to feel?
- What do these words mean (*choose words*) and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme? Do you think this story will go the same way?
- Do you know of another story which deals with the same issue? Could this happen in this story?
- Which other author handles time in this 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? Will that influence how the story develops?
- How is this character like someone you know? Do you think they will react in the same way?

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

- Explain why a character did something.
- Explain a character's changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated?
- What is similar about two characters?
- What is different about two characters?
- Why is this character important in the story?
- Why is this setting important in the story?
- Why is this event important in the story?
- What is the story theme underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to present the information the way that they did?
- How does the title encourage you to read on?
- Why has the writer written the text in this way?
- Why has the writer organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could this text be improved?
- Who do you think this information is for?

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

- What does the word (*choose a word*) tell you about the character?
- What does this word (*choose a word*) tell you about the character?
- What does this phrase (*choose a phrase*) tell you about the setting?
- What does this sentence (*choose a setting*) tell you about the mood?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words to describe (*choose a character*). What does this tell you about a character?
- What other words/phrases could the author have used?
- How has the writer made you feel? Happy /sad/angry/frustrated/lonely/bitter?
- How has the writer made the character feel? Happy /sad/angry/frustrated/lonely/bitter?
- Has the writer been successful in their purpose or use of language?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character in the text.
- Compare and contrast different setting in the text.
- Compare and contrast different themes in the text.
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?