	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
Level 1	In some reading, usually with support ▪ some simple points from familiar texts recalled ▪ some pages/sections of interest located, *eg favourite characters/events/information/pictures*	In some reading, usually with support ▪ reasonable inference at basic level, *eg identifying who is speaking in a story* ▪ comments/questions about meaning of parts of text, *eg details of illustrations, opening, impact of cover*	In some reading, usually with support ▪ some awareness of meaning of simple text features, *eg font style, labels, titles*
Suggested Activities	Picture sequencing of events Character/setting drawing Puppet retelling Jumble sentences to reorder (nursery rhymes) List of characters Chart of interesting words Information retrieval questions in Reading Journals	Puppet retelling Puppet in role Labelled character web/ profile Wanted poster Letter to / from character Postcard from setting Design own front cover/ annotate front cover with thoughts and predictions Thought tracking Guided tour Freeze frame of where you've read to, then carry on Choose from a selection of objects or illustrations what might come next Match props with a character Match dialogue (e.g. I'll huff…) with characters	Share fiction and non-fiction books and discuss the similarities and differences Talk about simple text features Talk about what the roles of illustrations, photos and diagrams have
Suggested Questions	What happened before/after/when…? What happened next? Which word/sentence tells us…? Tell me about… Say why… Find and show me… How are…same/different? Tell me two important things about… Is … true or not true? Who/what/when/where/why/how…did/are? Who said…? What words tell me…?	Tell me about… Say why… What might happen next? How do you feel about…? How did … feel? What clues are there that … is like …? Who is this story for? What can you tell me about this story from the cover?	Is this real or made up? Did … actually happen? What is this part… for? (text features above) Where is the … (title, page number…)? What is this page for? (contents)

	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 1	**In some reading, usually with support** ▪ comments on obvious features of language, *eg rhymes and refrains, significant words and phrases*	**In some reading, usually with support** ▪ some simple comments about preferences, mostly linked to on own experience	**In some reading, usually with support** ▪ a few basic features of well known story and information texts distinguished, *eg good and bad characters, photos and drawings*
Suggested Activities	Text highlighting – words that mean … (good/bad etc) Word sort – pairing words with similar meanings Thought bubbles for characters	Book sort – books I've liked and not liked Tell my friend about – ask children in pairs to talk about what they liked/disliked about a book Post it notes on books – what does this book tell us? Gradient sorts – favourite book to least favourite Describe a goodies and baddies	Puppet retelling of traditional stories Book sort – information and story books Picture sequencing of traditional stories Goodie and baddie character sort
Suggested Questions	What do you think this word means? What does that word make you feel? What does this word tell us? What does that word tell you about the character? Why is this word a good one to use? What word rhymes with …? Which words rhyme? What is the pattern in this story?	Did you like this story? Why? Have you ever done anything like … (name character)? Do you know any other stories that have a character like this one? Did you like this book more or less than …? What would you tell someone else about this book to make them read it? What did you think about the ending? What would you ask the author? Does the author make this character a goodie or baddie? What is this book telling us about? Was this book written to tell us about something real or made up?	Can you tell me who the baddie/ goodie in this story? Did you like this book more or less than … (by same author)? What is different about the pictures in this book and this book (one with illustrations, one with photos)

	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
Level 2	**In some reading** ▪ some specific, straightforward information recalled, *eg names of characters, main ingredients* ▪ generally clear idea of where to look for information, *eg about characters, topics*	**In some reading** ▪ simple, plausible inference about events and information, using evidence from text *eg how a character is feeling, what makes a plant grow* ▪ comments based on textual cues, sometimes misunderstood	**In some reading** ▪ some awareness of use of features of organisation, *eg beginning and ending of story, types of punctuation*
Suggested Activities	Picture sequencing of events/ story map Annotated character / setting drawing Oral retelling Jumble sentences to reorder Compile a factfile about… KWL grid Information retrieval questions in Reading Journals	Puppet retelling Puppet in role or child in role Labelled character web/ profile Wanted poster Letter to / from character Postcard from setting Design own front cover annotate front cover with thoughts and predictions Thought tracking Guided tour Freeze frame of where you've read to, then carry on Children draw an illustration from a given piece of text Children add speech bubbles to an illustration Write a summary of a paragraph Text detectives – what does front cover/1st line/illustrations/blurb tell you?	Share fiction and non-fiction books and discuss the similarities and differences Talk about simple text features Puppet retelling beginning, middle and end Omit parts of the story when retelling and discuss effects Freeze frame different sections of the story Text mark a non-fiction text for features
Suggested Questions	What happened before/after/when…? Which word/phrase tells us…? Say why… Find and copy… How are…same/different? Name two important things about… Is … true or not true? Who/what/when/where/why/how…did/are? Who said…? What words tell me…? What is/are the main problems in the story?	Tell me about… Say why… What might happen next? How do you feel about…? How did … feel? What clues are there that … is like …? What can you tell me about this story from the cover/ illustrations? Where does it say…? How do you know…? Which character would you like/ not like to be friends with and why?	Is this fiction or non fiction? How can I find out about (words - glossary, specific facts – index) What does …do? (full stop, question mark, comma) What is the job of … (heading, sub-heading, diagram) Tell me about (contents/index etc) What happens at the beginning, middle, end?

	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 2	**In some reading** ▪ some effective language choices noted, *eg 'slimy' is a good word there* ▪ some familiar patterns of language identified, *eg once upon a time; first, next, last*	**In some reading** ▪ some awareness that writers have viewpoints and purposes, *eg 'it tells you how to do something', 'she thinks it's not fair'* ▪ simple statements about likes and dislikes in reading, sometimes with reasons	**In some reading** ▪ general features of a few text types identified, *eg information books, stories, print media* ▪ some awareness that books are set in different times and places
Suggested Activities	Text highlighting – words that mean … (good/bad etc) Text highlighting – words that describe the character (with explanation) Text highlighting – time connectives Word sort – pairing words with similar meanings Word ladders – ask children to grade words in intensity (big, huge, gigantic / tiptoe, jog, sprint etc) Thought bubbles for characters Dictionary work – finding meanings of highlighted words Descriptions of characters and settings from images	Book sort – books I've liked and not liked Tell my friend about – ask children in pairs to talk about what they liked/disliked about a book Book review – complete a review template for a book Gradient sorts – favourite book to least favourite Letter to the author asking questions	Puppet retelling of traditional stories Book sort – information and story books Picture sequencing of traditional stories Book sort – books set in modern times and books set in olden times Book sort – books set in made-up places and books set in real places Similarities and differences between different texts Role on the wall – main character from a series of books shared
Suggested Questions	What do you think this word / phrase means? What does that word / phrase make you feel? What does this word /phrase tell us? What does that word or phrase tell you about the character/ setting? Why is this word /phrase a good choice? Which words or phrases tell you that this is a story? Can you find any words that tell you when … happened? Why do you think these adjectives were used?	Did you like this story? Why? Do you know any other stories that have a character/theme like this one? Did you like this book more or less than …? What would you tell someone else about this book to make them read it? What did you think about the ending? What would you ask the author? What is this text telling us about? What was this text written for? (purpose) Why do you think the author ended the story that way? What do you think the author wanted you to think about …? Does the writer like… how do you know?	How do we know if this book is fiction or fact? Did you like this book more or less than … (by same author)? What time is this story set in? In what place does this story take place? Do you know other stories that are about…? What does this story remind you of? How would you feel if you were treated like…? How would you feel if … happened to you? Which stories have openings like this? (once upon a time etc.)

	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
Level 3	**In most reading** ▪ simple, most obvious points identified though there may also be some misunderstanding, *eg about information from different places in the text* ▪ some comments include quotations from or references to text, but not always relevant, *eg often retelling or paraphrasing sections of the text rather than using it to support comment*	**In most reading** ▪ straightforward inference based on a single point of reference in the text, *eg 'he was upset because it says "he was crying"'* ▪ responses to text show meaning established at a literal level *eg "walking good" means "walking carefully"* or based on personal speculation *eg a response based on what they personally would be feeling rather than feelings of character in the text*	**In most reading** ▪ a few basic features of organisation at text level identified, with little or no linked comment, *eg 'it tells about all the different things you can do at the zoo'*
Suggested Activities	Story map/ board of main events Annotated character / setting drawing/description Summary of events Oral retelling Draw lines to link… Jumble sentences/ paragraphs to reorder Compile a factfile about… KWL grid Information retrieval questions in Reading Journals	Conscience alley, thought tracking, guided tour and texts round the room Wanted poster Freeze frame Letters from and to characters Hot seating Blurb Personal response to extract Character relationship tree –who are they connected with and how? Agony aunt letter – giving a character advice Write a summary of a paragraph Predict what may happen next Text detectives – what does front cover/1st line/illustrations/blurb tell you?	Share fiction and non-fiction books and discuss the similarities and differences Book sort – different text types Text mark non-fiction texts for features (use text type guidance from http://nationalstrategies.standards.dcsf.gov.uk /search/primary/results/nav:45985) Comparison of two text types – similarities and differences
Suggested Questions	What happened before/after/when…? Which word/phrase/paragraph tells us…? Give one reason why… Find and copy… How are…same/different? Name two important things about… Is … true or not true? Who/what/when/where/why/how…did/are? Who said…? What words tell me…? What is/are the main problems in the story? Which event…?	Tell me why… What do you know about this character? What do you think might happen next and why? What were the reasons this character acted the way they did? Why did … say…? How do you feel about…? How did … feel? What is important about…? How do you know…? What might …have been thinking when they…? What is the writer trying to make you think and why?	Were you surprised by the ending? Why? What type of text is this? What does …do? (exclamation mark, comma) What is the function of … (heading, sub-heading, diagram) What is the purpose of this feature …? How does this (pointing) help the reader? Why is a different font used here? How do I know the order to read this text? What effect does this colour/font have on the reader?

	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 3	**In most reading** ■ a few basic features of writer's use of language identified, but with little or no comment, eg 'there are lots of adjectives' or 'he uses speech marks to show there are lots of people there'	**In most reading** ■ comments identify main purpose, eg 'the writer doesn't like violence' ■ express personal response but with little awareness of writer's viewpoint or effect on reader, eg 'she was just horrible like my nan is sometimes'	**In most reading** ■ some simple connections between texts identified, eg similarities in plot, topic, or books by same author, about same characters ■ recognition of some features of the context of texts, eg historical setting, social or cultural background
Suggested Activities	Text highlighting – words that mean … Text highlighting – words that describe the character (with explanation) Text highlighting – time connectives Word ladders – ask children to grade words in intensity, i.e. words that describe walking slowly, or talking loudly Thought tracking Dictionary work – finding meanings of highlighted words Descriptions of characters and settings from images Describe the opposite (choose a setting or character and ask children to describe the opposite) Pie Corbett's warm up games to develop vocabulary	Text sort – texts I've enjoyed and not enjoyed Text sort – books with similar genre/ themes Book review Gradient sorts – favourite text to least favourite Letter to the author asking questions Text labelling – purpose of text with evidence Debate about issues in text Conscience alley – with author walking down middle Post-its on paragraphs – purpose /message	Book sort – books with similar plot (i.e. bullying/ adventure) Book sort – books on a similar topic theme Text comparison chart – similarities and differences between two texts Role on the wall – main character from a series of books shared Personal response Letter to author about comparison of texts Questions to ask a main character
Suggested Questions	What do you think this word / phrase means? What does that word / phrase make you feel? What does that word or phrase tell you about the character/ setting? Why is this word /phrase effective? Which words tell you how the character spoke? Can you find any words that tell you when … happened? Why do you think these adjectives/ adverbs were used? Did this happen before or after that – how do you know? How does the author make the character frightening/ sad/lonely etc?	What did you like/dislike about this style of writing? Do you know any other stories that have a character/theme like this one? Is this book as good as … why? What was the best part of this story? Why? What did you think about the way … was described? What would you ask the author? What is this text telling us about? What was the purpose of this text? What do you think the author wanted you to think about …? Does the writer like… how do you know? Why did the author write …?	Did you like this book more or less than … (by same author)? What time is this story set in? In what place does this story take place? Do you know other stories that are about…? What does this story remind you of? How would you feel if you were treated like…? How would you feel if … happened to you? Does this story / character remind you of any personal experiences? How do you know this story is set in a different culture? What kind of text is this? How do you know?

	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
Level 4	**Across a range of reading** ▪ some relevant points identified ▪ comments supported by some generally relevant textual reference or quotation, *eg reference is made to appropriate section of text but is unselective and lacks focus*	**Across a range of reading** ▪ comments make inferences based on evidence from different points in the text, *eg interpreting a character's motive from their actions at different points* ▪ inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	**Across a range of reading** ▪ some structural choices identified with simple comment, *eg 'he describes the accident first and then goes back to tell you why the child was in the road'* ▪ some basic features of organisation at text level identified, *eg 'the writer uses bullet points for the main reasons'*
Suggested Activities	Annotated story board of events Blurb Annotated character / setting description Summary of events Oral retelling Draw lines to link… Jumble sentences/ paragraphs to reorder Compile a factfile about… KWL grid Information retrieval questions in Reading Journals	Conscience alley, thought tracking and texts around the room Description of character interpreting evidence from the text Explanation of events to a friend/ prediction of future event Freeze frame key events, adding details to show interpretation. Use different character perspectives Role on the wall drama activity to examine key characters Hot seating Agony aunt letter – giving a character advice Draw a timeline to show how a character/plot changed Draw tension/ emotion graph and annotate Character relationship tree –who are they connected with and how? Text detectives – what does front cover/1st line/illustrations/blurb tell you? Write a different ending based on evidence/extra chapter	Share fiction and non-fiction books and discuss the similarities and differences Text sort – different text types Text mark non-fiction texts for features (use text type guidance from http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:45985) Comparison of two text types – similarities and differences Rank books by same and different authors in different ways and justify e.g. scariest/ funniest/ saddest
Suggested Questions	What happened before/after/when…? Which word/phrase/paragraph tells us…? Give one reason why… Find and copy… How are…same/different? Name two important things about… Is … true or not true? Who/what/when/where/why/how…did/are? Who said…? What words tell me…? What is/are the main problems in the story? Which event…?	SOMETIMES FINDING IN THE TEXT… Tell me why… What do you know about this character that you can't find in the text? (What do illustrations add to text?) What do you think might happen next and why? What were the reasons this character acted the way they did? Why did … say…? What is important about… How does… feel about …? How do you know…? What might …have been thinking when they…? What is the writer trying to make you think and why?	Were you surprised by the ending? Why? What type of text is this? What does …do? (exclamation mark, comma, ellipse) What is the function of … (heading, sub-heading, diagram) What is the purpose of this feature …? How does this (pointing) help the reader? Why is a different font used here? How do I know the order to read this text? What effect does this colour/font have on the reader? How does the layout help the reader? Why is this paragraph in bold? Why has some information been printed in a table?

	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 4	**Across a range of reading** ▪ some basic features of writers' use of language identified, eg 'all the questions make you want to find out what happens next' ▪ simple comments on writer's choices, eg '"disgraceful" is a good word to use to show he is upset'	**Across a range of reading** ▪ main purpose identified, eg 'it's all about why going to the dentist is important and how you should look after your teeth' ▪ simple comments show some awareness of writer's viewpoint, eg 'he only tells you good things about the farm and makes the shop sound boring' ▪ simple comment on overall effect on reader, eg 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'	**Across a range of reading** ▪ features common to different texts or versions of the same text identified, with simple comment, eg characters, settings, presentational features ▪ simple comment on the effect that the reader's or writer's context has on the meaning of texts eg historical context, place, social relationships
Suggested Activities	Text highlighting – words that mean … Text highlighting – words that describe the character (with explanation) Text highlighting – time connectives Word ladders – ask children to grade words in intensity, i.e. words that describe walking slowly, or talking loudly Thought tracking Dictionary work – finding meanings of highlighted words Descriptions of characters and settings from images Describe the opposite (choose a setting or character and ask children to describe the opposite) Pie Corbett's warm up games to develop vocabulary	Text sort – books with similar genre/ themes Book review Letter to the author asking questions / label a piece of text with questions Text labelling – purpose of text with evidence Text labelling – opinion and fact Debate about issues in text Conscience alley – with author walking down middle Post-its on paragraphs – purpose /message Hot seating – questions to author Personal response paragraphs to sections of text Write a quiz for a friend Role on the wall – using author or character	Book sort – books with similar plot (i.e. bullying/ adventure) Book sort – books on a similar topic theme Text comparison chart – similarities and differences between two texts Role on the wall – main character from a series of books shared Personal response Letter to author about comparison of texts Questions to ask a main character Debate about preferences of texts
Suggested Questions	What do you think this word / phrase means? What does that word / phrase make you feel? What does that word or phrase tell you about the character/ setting? Why is this word /phrase effective? Which words tell you how the character spoke? Can you find any words that tell you when … happened? Why do you think these adjectives/ adverbs were used? Did this happen before or after that – how do you know? How does the author make the character frightening/ sad/lonely etc? Why did the writer choose to start that way? Which words or phrases create suspense in this piece of writing? By writing … what do we learn about …? Which words / phrases combine to give … effect?	What did you like/dislike about this style of writing? Do you know any other stories that have a character/theme like this one? Is this book as good as … why? What was the best part of the text? Why? What did you think about the way … was described? What would you ask the author? What was the purpose of this text? What do you think the author wanted you to think about …? Why did the author write …? Do you think the author believes…? Why? What is …'s opinion about …? What impression does the first paragraph give of…, how is the next section different? How did the author prepare you for…?	Did you like this book more or less than … (by same author)? What time is this story set in? In what place does this story take place? Do you know other stories that are about…? What does this story remind you of? How would you feel if you were treated like…? How would you feel if … happened to you? Does this story / character remind you of any personal experiences? How do you know this story is set in a different culture? What kind of text is this? How do you know? What can I expect from a text like this? How does this text compare with other texts dealing with similar issues?

	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
Level 5	**Across a range of reading** ▪ most relevant points clearly identified, including those selected from different places in the text ▪ comments generally supported by relevant textual reference or quotation, even when points made are not always accurate	**Across a range of reading** ▪ comments develop explanation of inferred meanings drawing on evidence across the text, eg "you know her dad was lying because earlier she saw him take the letter" ▪ comments make inferences and deductions based on textual evidence, eg in drawing conclusions about a characters feelings on the basis of their speech and actions	**Across a range of reading** ▪ comments on structural choices show some general awareness of author's craft, eg "it tells you all things burglars can do to your house and then the last section explains how the alarm protects you" ▪ various features relating to organisation at text level, including form, are clearly identified, with some explanation, eg "each section starts with a question as if he's answering the crowd"
Suggested Activities	Annotated story board of events (including detail about subplots) Précis of events/ Blurb Detailed description of character / setting using evidence from text Oral retelling Draw lines to link… Jumble sentences/ paragraphs to reorder Compile a factfile about… KWL grid Relationship map between different characters Information retrieval questions in Reading Journals	Conscience alley, thought tracking and texts around the room Detailed description of character interpreting evidence from the text Explanation of events to a friend / prediction of future Freeze frame key events, adding details to show interpretation. Use different character perspectives Role on the wall drama activity to examine key characters and the different roles they play in the text Hot seating – who would they like to meet and why? Agony aunt letter – giving a character advice Draw a timeline to show how a character/plot changed Draw tension/ emotion graph and annotate Character relationship tree –who are they connected with and how? PEE activities (Make a point, give an example and then a quote for evidence) Text detectives – what does front cover/1st line/illustrations/blurb tell you? Write a different ending based on evidence/extra chapter	Share fiction and non-fiction books and discuss the similarities and differences Text sort – different text types Text mark non-fiction texts for features (use text type guidance from http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:45985) Comparison of two text types – similarities and differences Write an explanation of the previous knowledge about texts that the author expects you to have as you read this text Change the writing of one text type to a different text type Rank books by same and different authors in different ways and justify e.g. scariest/ funniest/ saddest
Suggested Questions	Which word/phrase/paragraph tells us…? Give one reason why… Find and copy… How are…same/different? Name two important things about… Is … true or not true? Who/what/when/where/why/how…did/are? Who said…? What words tell me…? What are the main problems in the story? How are they resolved? Which event…?	FINDING EVIDENCE IN THE TEXT… Tell me why… What do you know about this character that you can't find in the text? (What do illustrations add to text?) What do you think might happen next and why? What were the reasons this character acted the way they did? Why did … say…? What is important about…? How does… feel about …? How do you know…? What might …have been thinking when they…? What is the writer trying to make you think and why? What does the character show and is this the same as how they feel?	Were you surprised by the ending? Why? What type of text is this? What does …do? (punctuation) What is the purpose of this feature …? How does this (pointing) help the reader? Why is a different font used here? How do I know the order to read this text? What effect does this colour/font have on the reader? How does the layout help the reader? Why is this paragraph in bold? Why has some information been printed in a table? How does the way the title has been written encourage you to read this?

	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 5	**Across a range of reading** ▪ various features of writers' use of language identified, with some explanation, eg "when it gets to the climax they speak in short sentences and quickly which makes it more tense" ▪ comments show some awareness of the effect of writers' language choices, eg " 'inked up' is a good way of describing how the blackberries go a bluey black colour as they ripen"	**Across a range of reading** ▪ main purpose clearly identified, often through general overview, eg "the writer is strongly against war and wants to persuade the reader to agree" ▪ viewpoint in texts clearly identified, with some, often limited, explanation, eg "at the end he knows he's done wrong and makes the snake sound attractive and mysterious" ▪ general awareness of effect on the reader, with some, often limited, explanation, eg "you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see"	**Across a range of reading** ▪ comments identify similarities and differences between texts, or versions, with some explanation, eg narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports ▪ some explanation of how the contexts in which texts are written and read contribute to meaning, eg how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written
Suggested Activities	Text highlighting – words that mean … Text highlighting – words that describe the character (with explanation) Text highlighting – adverbial phrases (with explanation) Word ladders – ask children to grade words in intensity, i.e. words that describe walking slowly, or talking loudly Thought tracking Dictionary work – finding meanings of highlighted words Descriptions of characters and settings from images Describe the opposite (choose a setting or character and ask children to describe the opposite) Pie Corbett's warm up games to develop vocabulary PEE activities (Make a point, give an example and then a quote for evidence) Explain interpretations of imagery	Text sort – books with similar genre/ themes Book review Letter to the author asking questions/ label a piece of text with questions Text labelling – purpose of text with evidence Debate about issues in text Conscience alley – with author walking down middle Post-its on paragraphs – purpose /message Hot seating – questions to author Personal response paragraphs to sections of text Write a quiz for a friend Role on the wall – using author or character PEE activities (Make a point, give an example and then a quote for evidence) Distinguish the author from the narrator	Book sort – books with similar plot (i.e. bullying/ adventure) Text comparison chart – similarities and differences between two texts Role on the wall – main character from a series of books shared Personal response Letter to author about comparison of texts Questions to ask a main character Debate about preferences of texts
Suggested Questions	What do you think this word / phrase means and why are they used? What does that word / phrase make you feel? What does that word or phrase tell you about the character/ setting? Why is this word /phrase effective? How does the author make the character frightening/ sad/lonely etc? Why did the writer choose to start that way? Which words or phrases create suspense in this piece of writing? By writing … what do we learn about …? Which words / phrases combine to give … effect? Why does the writer compare … to …? Why does the author keep mentioning …? How does the author lead you into thinking …?	What did you like/dislike about this style of writing? Do you know any other stories that have a character/theme like this one? What effect did this part of the text have on you? What was the best part of the text? Why? What did you think about the way … was described? What was the purpose of this text? What do you think the author wanted you to feel about..? Why did the author write …? How did the author prepare you for…? Do you think the author believes…? Why? What is …'s opinion about …? What impression does the first paragraph give of…, how is the next section different? How do the views in this text affect your own views? What was in the author's mind when they said…?	What time/ setting does this story take place in? What does this story remind you of? How would you feel if you were treated like…? How would you feel if … happened to you? Does this story / character remind you of any personal experiences? How do you know this story is set in a different culture? What kind of text is this? How do you know? What can I expect from a text like this? How does this text compare with other texts dealing with similar issues? Compare what you would have done with what… did How does the historical timeframe contribute to this story's effectiveness? Tell me about the context in which this was written