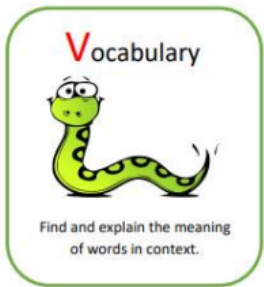
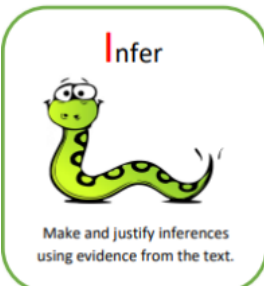
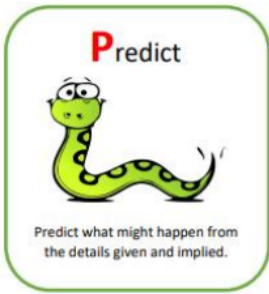
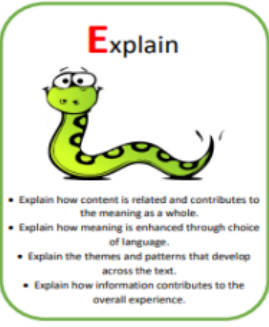
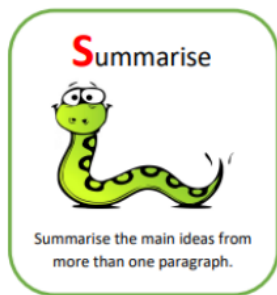


Stage 4 - Reading Progression Grid

	Key Reading Skills	Suggested question stems for reading lessons
	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to...? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• What do you think.... means? • Why do you think that? Could it be anything else? • I think...; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?

	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.
	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.	• Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?



- identifying main ideas drawn from a key paragraph or page and summarising these
- begin to distinguish between the important and less important information in a text.
- give a brief verbal summary of a story.
- teachers begin to model how to record summary writing.
- identify themes from a wide range of books
- make simple notes from one source of writing

- Do any sections/paragraphs deal with the same themes?
- Have you noticed any similarities between this text and any others you have read?
- What do I need to jot down to remember what I have read?