

The Reading Assessment Focuses – teaching strategies & questions to ask

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2	<p>Retrieval - Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</p>
	<ul style="list-style-type: none"> • Encourage children to describe, retell, locate • Model the above, making references to, and quoting from the text • Ask recall and simple comprehension questions during Shared and Guided Reading
3	<p>Deduce, infer or interpret information, events or ideas from text.</p>
	<ul style="list-style-type: none"> • Encourage children to compare, contrast and infer • Model the above by making reference to, and quoting from the text • Ask analytical and synthesis questions • Plan activities to develop children's cognitive and interpretive strategies

4	<p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>
	<ul style="list-style-type: none"> • Make very explicit links between reading and writing – especially the ways in which texts are organised • Model the language needed to comment upon author’s use of structure, organisation, grammar and presentation • Use genre checklists to highlight the layout features of different texts • Ask analytical questions and questions requiring synthesis. During shared and guided reading sessions, focus on aspects of structure and organisation, e.g. paragraphs, labels, navigational features such as sub-headings, titles etc • Use structural organisers, e.g. story maps, charts etc <ul style="list-style-type: none"> • Were you surprised by the ending? • How did you think it would end/should have ended? • How are the beginning and ending of the story similar? • What would happen if the order of events was changed? • What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? • List the words that tell you what order to follow eg first, then. • What is the main event of the story? Why do you think this? • What is the purpose of the pictures? • How does the layout help the reader? • Some of the text is printed on a dark background. What effect do you think the designer wanted to achieve by doing this? • How does the way the title is written encourage you to read the • In the leaflet, how have the different parts of the been made clear? • What are the lines in the photograph for? • How do you know the order to follow the information in the text? • Why have these words been made to stand out? • Why are these words smaller but still in bold print? • Why are some words in the glossary printed in italics <i>like this</i>? • At the end of the story the author leaves you guessing about what will happen next. What do you think will happen next? Why do you think this? • Why is this paragraph in bold print? • What are the subheadings for? • Why has some of the information been presented as a table? • What is the purpose of the writing in the boxes? • What do the arrows show you about the structure of the text?
5	<p>Explain and comment on the writers’ uses of language, including grammatical and literary features at word and sentence level.</p>
	<ul style="list-style-type: none"> • Model and encourage the use of author intent prompts, e.g. ‘It makes me imagine...’ • Ask analytical questions • Plan activities to encourage children’s semantic strategies • Use reading journals to collect and comment on imagery <ul style="list-style-type: none"> • I wonder what the writer intended by using these words? • What do these words mean and why do you think the writer chose them? • How has the author used adjectives to make this character funny? • What do the physical descriptions of characters tell us about how they are feeling? • Look at the verbs/adjectives/adverbs, what do these words tell us about.....? • By writing the line in this way, what effect has the author created? • What do these words tell you about • Which word encourages you to read the • What does the word <i>scrambled</i> tell you about the way Legs got dressed? • Why do you think the author has mentioned a lot in the story? • Explain what you think this phrase adds to the story. • Why did the author choose this title? • What is the effect of writing in the past/present tense? • Why do you think the writer has chosen to use the words • Why do you think the author has written this sentence in this way? • Which author’s style did you enjoy the most? Why? • Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text? • How do these phrases help to make the description effective? • How does the author make the appear frightening? • Which part of the story best describes the setting? • Which words and /or phrases do this?

6	<p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text to the reader.</p>
	<ul style="list-style-type: none"> • Include purpose of text type on genre checklist • Ask application, analytical, synthesis and evaluation questions, encourage children to elaborate on their responses, following the teacher's example • Model and encourage the use of author intent prompts <hr/> <ul style="list-style-type: none"> • Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish? • I wonder why the writer has decided to...? • What was in the author's mind? • Why did the author chose this setting? • How would the views put across in these texts affect your views on....? • What makes this a successful story? What evidence do you have to justify your opinion? • Could it be better? Is it as good as.....? • What effect does it have on you as a reader? • Why do you think the writer wrote that description? • What is the author trying to tell you about.....by writing this section in? (eg short lines) • What was the most exciting part of the story? Explain your answer as fully as you can? • Which illustrations did you find most useful? • Do you think that the writer believes that exist? How can you tell that the writer has this opinion? • What are the main contrasts the poet makes in the third and first parts of the poem? • What impression ofdoes the first paragraph give you? In what ways is the second paragraph different? • The texts try to make you care about Which do you think is the most effective? Why? • What is opinion about? • If was alive today would he be arguing for? • What do you think makes this a successful story? Use evidence from the text for your answer?
7	<p>Relate texts to their social, cultural and historical contexts and literary traditions.</p>
	<ul style="list-style-type: none"> • Ask questions that require children to call upon their knowledge of traditional stories to link ideas between texts • Encourage children to link popular culture and stereotypes to characters and themes in their reading • Use knowledge of history and outdated beliefs and attitudes to comment on texts • Ask questions to encourage children to apply their knowledge and understanding of social dynamics to situations in their texts <hr/> <ul style="list-style-type: none"> • Do you know another story, which deals with the same issues eg social, cultural, moral issues? • What would this character think about.....? (Possibly a present day issue) • Do you know any more stories like this? • Have you ever read a book with a similar theme to this one? • What does this remind you of? • What does it make you think of? • Do you know any more stories like this? • Does this story remind you of any personal experience/something that has happened to you? Describe it. • Have you ever been in that situation? What happened? • How would you have felt in the same situation? • What might you have done instead? • Can you compare to a person who has frightened you? • How would you feel if you were treated like? What would you do? • What do you think would have happened if.....? • Are there any familiar patterns you notice eg familiar story structure, imagery? • What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? • Many traditional tales have messages. What do you think this story is trying to tell us? • Which stories have openings like this? • Do you know any other texts with similar issues or themes? • Do you know another story with these characters in? • Can you think of another story where the main character has problems with their family?