

## Question Stems

<p><b>Domain A – Meaning of Words</b></p>	<p>Can you find an example of a word that means...? Can you find a 'powerful' word meaning...? Can you find a word that you don't know the meaning of? Can you guess what it might mean? What does this word/phrase/sentence tell you about character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way, what effect has the author created? What other words/phrases could the author have used? How has the author made you and/or the character feel happy/sad/angry/frustrated/lonely etc?</p>
<p><b>Domain B – Find, Explain and Record</b></p>	<p>Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Give two examples of... Find the paragraph where... Can you create some questions for others to answer based on this text? Can you create true/false statements for your partner? Over what period of time does the story take place? How does the author describe the setting/character/etc.? Through whose eyes is the story told?</p>
<p><b>Domain C – Sequence and Summarise</b></p>	<p>Tell me what happened... Can you summarise this paragraph in one sentence? Which part of the story do you think is the most important? What is this paragraph/chapter about? Can you summarise it? Can you tell me the main things/points you have learnt from this book? Could you briefly tell a younger child about what has happened in this story/book? Can you summarise these paragraphs in x number of words? Can you show this information in a chart/table? Which is the most important point in these paragraphs? Can you think of alternative headings for these paragraphs?</p>
<p><b>Domain D - Inference</b></p>	<p>Which word tells you that...? Which words make the reader feel...? How do you know...? How can you tell that...? Explain why... Why is...? Why did...? Explain how ... felt about ... Can you find support for your idea? Is this statement fact or opinion? Can you find examples that show...? How, across this paragraph, does the writer suggest...? Why is ... important? What do you think might have happened before...?</p>
<p><b>Domain E – Predict</b></p>	<p>What might happen next? Why? Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if...? If there was a sequel, can you predict what it might involve? What title would you give to a sequel? Can you think of another story which has a similar theme, e.g. good over evil; weak over strong; wide over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues? Could this happen in this story? Which other author handles time in this way, e.g. flashbacks, dreams etc? Which stories have openings like this? Do you think this story will develop in the same way? How is <i>character x</i> like someone you know? Do you think they will react in the same way?</p>
<p><b>Domain F - Cohesion</b></p>	<p>Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc? What is the underlying message? What is the theme? What is the big idea? Why did the author write this story? Find a group of words to show that ... has changed. What has the author done to make you want to read on? Give evidence. How do you feel after reading this story? What atmosphere is the author trying to create? What words/phrases help to create that feeling? Why do you think the author chose to use a ..question/ bullet-pointed list/subheading/table etc. to present this information? Why has the writer written/organised the text in this way? In what ways do the illustrations support this text? How could these...instructions/information/illustrations..be improved? Who do you think this information is for?</p>
<p><b>Domain G – Choice of Words, Phrases and Punctuation</b></p>	<p>When the author uses this sort of sentence, what is the impact? Why did the author...? What do these words tell you? Find three words that show... Why has the author used this word/phrase/sentence? How does the author create this mood/atmosphere? What is the effect of...? What technique has the writer used? Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases. Can you give a clear explanation of...? (non-fiction texts) How are these words effective in describing this character/setting the scene? Which character comes alive most? Why? How has the writer made you feel..? Which words do you like the best? Why? Which words do you think are most important? Why?</p>
<p><b>Domain H – Comparison</b></p>	<p>How has the character changed? In what way have characters' feelings changed? How was the problem resolved? How does the opening compare with the ending? How is it similar to..? How is it different to...? Is it as good as...? Which is better and why? Compare two characters from the story and say how they are similar/different. Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them? What do you think about the way information is organised in different parts of the text? Is there a reason for this?</p>



# Example Guided Reading Planning Template

<b>Date:</b>	<b>Group:</b>
<b>Text:</b>	
<b>Reading level:</b>	<b>Book band:</b> (Year 4/5/6 – Must be age related expectations)
<b>Domain focus:</b>	
<b>WALT:</b>	
<b>Pre-read 1 focus:</b> (Independent Group Activity)	
<b>Pre-read 2 focus:</b> (Adult-Led Group) <i>Identified vocabulary the children may find difficult...</i>	
<b>Book talk:</b> (Teacher Led Group)	
<b>Question stems:</b>	
<b>Follow up task:</b>	
<b>Strengths:</b>	<b>Areas for development/Next steps:</b>





## Reading Book Bands

Year Group	Term (Secure Child)	Colour
Nursery/Reception		Pink
Nursery/Reception		Red
Year 1	Autumn 1 & 2	Yellow
Year 1	Spring 1	Blue
Year 1	Spring 2	Green
Year 1	Summer 1 & 2	Orange
Year 2	Autumn 1 & 2	Turquoise
Year 2	Spring 1	Purple
Year 2	Spring 2	Gold
Year 2	Summer 1 & 2	White
Year 3	Autumn 1 & 2	Lime
Year 3	Spring 1 & 2	Brown
Year 3	Summer 1 & 2	Grey
Year 4	All terms	Sapphire
Year 5/6	All terms	Burgundy
Year 6	All terms - <i>(Most Able)</i>	Black





# Year 1

## To be a secure Y1 child must be....

- Reading texts that are age-related (Y1 – Orange by the end of the year)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar word accurately.
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.



## Year 1 Assessment Grid

<b>Decode</b>	<b>Domain A – Meaning of Words and Punctuation</b>	<b>Domain B – Find, Explain and Record</b>	<b>Domain C – Sequence and Summarise</b>	<b>Domain D - Inference</b>	<b>Domain E – Predict</b>
Can distinguish between a word and a letter.	Can point to a full stop.	Can find information in response to direct, literal questions.	Can retell known stories including significant events/main ideas in sequence.	Can use pictures and texts to identify meaning.	Can make plausible predictions based on titles, text, blurb and or pictures.
Can use phonic knowledge to attempt unknown word (Letters and Sounds).	Can read aloud accurately books that are consistent with their developing phonic knowledge and is beginning to use expression to show an awareness of punctuation.	Is beginning to recognise a range of patterns in texts (e.g. conventions of familiar story ending, where rhyme occurs in poems and common features of non-fiction texts).	Can sometimes summarise main points or key events in a simple text.	Can make links to their own experiences.	Can make plausible predictions about characters using knowledge of story and own experiences.
Can read accurately by blending sounds taught so far (Letters and Sounds).	Can use knowledge of letters, sounds and words to establish meaning when reading aloud.	Can explain clearly their understanding of what is read to them.			Can make predictions about a text using a range of clues and based on own experience.
Can read words containing the suffixes s, es, ing, ed, er, est.	Can discuss word meaning linking new meaning to those already known.	Can distinguish between fiction and non-fiction.			
Read words with contractions e.g. I'll, we'll, I'm and understand the apostrophe represents an omitted letter.	Is beginning to identify when reading does not make sense and attempts to self-correct.				
Can read all YR and Y1 high frequency and common exception words and beginning to read some Y2 words.					



# Year 2

## To be a secure Y2 child must be....

- Reading texts that are age-related (Y2 – White by the end of the year)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar word accurately.
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

## Year 2 Assessment Grid

Decode	Domain A – Meaning of Words and Punctuation	Domain B – Find, Explain and Record	Domain C – Sequence and Summarise	Domain D - Inference	Domain E – Predict
Can use a range of phonic strategies to read unknown regular words.	Can read aloud, taking into account .?!	Can find information in response to direct, literal questions.	Can sequence the main events in a text.	Can read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.	Can make plausible predictions based on titles, text, blurb and or pictures.
Can read accurately by blending sounds taught so far.	Can discuss the meaning of words in context – linking to known vocabulary.	Can comment on obvious characteristics and actions of characters in stories.	Can summarise the main points in a story and non-fiction text.	Can discuss reason for events in stories by beginning to use clues in the stories.	Can make plausible predictions about characters using knowledge of story and own experiences.
Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-port-ant).	Can identify when reading does not make sense and self-corrects in order for the text to make sense.	Can locate some specific information e.g. key events, character’s names etc. or key information on a non-fiction page.		Can relate stories/text to their own experiences, including story settings and incidents.	Can make predictions about a text using a range of clues and based on own experience.
Can read words containing the suffixes ment, ness, ful, less, ly		Can discuss the features of certain non-fiction texts (non-chronological report, information poster, letter).			
Read words with wider range of contractions and understand the apostrophe represents an omitted letter.		Can use contents and index pages to locate information in non-fiction text.			
Can read all Y1 and Y2 high frequency and common exception words and beginning to read some Y3 words.					



# Year 3

## To be a secure Y3 child must be....

- Reading texts that are age-related (Y3 – Grey by the end of the year)
- Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and reading for a range of purposes.



## Year 3 Assessment Grid

Domain A – Meaning of Words and punctuation	Domain B – Find, Explain and Record	Domain C – Sequence and Summarise	Domain D - Inference	Domain E – Predict	Domain F - Cohesion	Domain G – Choice of Words, Phrases and Punctuation	Domain H – Comparison
Can read aloud with expression and intonation taking into account . ? , ! and ‘ for contractions as well as inverted commas for dialogue.	Can skim and scan to identify and retrieve key ideas in text.	Can sequence the main events in the text.	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level).	Can make plausible predictions based on knowledge from/ of the text and wider connections (e.g. other books on the same theme; other books by the same author; a personal connection with wider experience).	Can discuss how an author builds a character through dialogue, action and description.	Can comment on the author’s use of punctuation . ? , ! “ ” ‘	Can identify themes and conventions in a wide range of books.
Can apply knowledge of root words, prefixes and suffixes to determine meaning.	Can quote directly from the text to answer questions	Can summarise and explain main points from more than one paragraph.	Can use clues from actions, events, description and dialogue to establish meaning.	Can justify and elaborate predictions referring back to the text for evidence.	Can sometime empathise with different character’s points of view in order to explain what characters are thinking/feeling and the way they act.	Can comment on the author’s choice of language to create mood and build tension.	
Can read around the text to determine meaning.	Can use structure to locate information (e.g. use appropriate heading and sub-headings in non-fiction, find paragraphs/ chapter in fiction).		Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.		Can talk about how a character could be seen in different ways throughout a story with reference to the text.	Can identify language features of some different text types (e.g. that the language of recount is different to the language of instruction).	
Can check the text makes sense, discuss their understanding and explaining the meaning of words in context.							
Can provide appropriate synonyms and antonyms of given words.	Can use text marking to support retrieval of information and ideas from texts (e.g. highlighting in the margin).		Can refer to the text to support opinions.		Can identify how language, structure and presentation contribute to meaning.	Discuss words and phrases that capture the reader’s interest and imagination.	
Can apply newly learnt words in appropriate context.	Can retrieve and record information from non-fiction.					Can distinguish between fact and opinion.	
Can use a dictionary to find meaning.							



# Year 4

## To be a secure Y4 child must be....

- Reading texts that are age-related (Y4 – Sapphire)
- Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and reading for a range of purposes.



## Year 4 Assessment Grid

Domain A – Meaning of Words	Domain B – Find, Explain and Record	Domain C – Sequence and Summarise	Domain D - Inference	Domain E – Predict	Domain F - Cohesion	Domain G – Choice of Words, Phrases and Punctuation	Domain H – Comparison
Can apply knowledge of root words, prefixes and suffixes to determine meaning.	Can skim and scan to identify and retrieve key ideas in text.	Can sequence the main events in the text.	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level).	Can make plausible predictions based on knowledge from/ of the text and wider connections (e.g. other books on the same theme; other books by the same author; a personal connection with wider experience).	Can discuss how an author builds a character through dialogue, action and description.	Can comment on the author's use of punctuation . ? , ! "" ‘	Can identify themes and conventions in a wide range of books.
Can read around the text to determine meaning.	Can quote directly from the text to answer questions.	Can summarise information from different parts in a text.	Can use clues from actions, events, description and dialogue to establish meaning.	Can justify and elaborate predictions referring back to the text for evidence.	Can sometimes empathise with different character's points of view in order to explain what characters are thinking/feeling and the way they act.	Can comment on the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
Can check the text makes sense, discuss their understanding and explain the meaning of words in context.							
Can provide appropriate synonyms and antonyms of given words.	Can use structure to locate information (e.g. use appropriate heading and subheading in non-fiction; find paragraph/ chapter in fiction).		Can identify relationships between characters (e.g. how characters behave in different ways as they interact with different people and/or different settings).		Can talk about how a character could be seen in different ways throughout a story, depending on how the author chooses to portray them.	Can comment on the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	
Can apply newly learnt words in appropriate context.			Can refer to the text to support opinions and elaborate and justify views using additional evidence.		Can comment the structure of stories to discover how they differ in pace, build up, sequence, complication and resolution.	Can understand that figurative language creates images.	
Can use a dictionary to find meaning.			Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).			Can identify and explain the difference between fact and opinion.	



# Year 5

## To be a secure Y5 child must be....

- Reading texts that are age-related (Y5 – Burgundy)
- Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and reading for a range of purposes.
- Read a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures.
- Where appropriate, children must be able to provide justifications for response.



## Upper Key Two Assessment Grid

Domain A – Meaning of Words	Domain B – Find, Explain and Record	Domain C – Sequence and Summarise	Domain D - Inference	Domain E – Predict	Domain F - Cohesion	Domain G – Choice of Words, Phrases and Punctuation	Domain H – Comparison
Can apply knowledge of root words, prefixes and suffixes to determine meaning.	Can skim and scan to clearly identify and retrieve relevant points and key ideas.	Can sequence the main events in the text.	Can identify the purpose and audience of texts.	Can make predictions about a text using evidence and prior knowledge (from within and outside the text).	Can comment on author’s representation of characters through the story (e.g. does the reader’s feelings towards them change?) and what techniques are used to achieve them.	Can comment on the author’s use of punctuation ( ... ; - ( ) and ’ for contraction and possession and “ ” for direct speech) .	Can make comparisons between different parts of same text.
Can read around the text to determine meaning.	Can use quotations and text references to support ideas and arguments.	Can summarise information from different points in a text.	Can identify and discuss implicit points of view in a text (.		Can comment on the use of cohesive devices between paragraphs and sentences.	Can identify point of view and how this impacts on the reader.	Can identify patterns throughout a text and a wide range of books.
Can provide appropriate synonyms and antonyms of given words.	Beginning to evaluate how messages, moods and attitudes are conveyed.		Can infer messages, moods, feelings and attitudes in a text.		Can discuss how authors create cohesion through chapters and how they relate to the story as a whole. (Does the story flow through the chapters? Does the author use flashback or different character voices, if so how is cohesion maintained?)	Can comment on the success of words and phrases in provoking particular responses.	Can make comparisons between different texts/books
Can apply newly learnt words in appropriate context.	Can identify and discuss explicit points of view in a text (in fiction and non-fiction an author clearly explains a point of view).		Can explain a character’s motives, thoughts and feelings from their actions throughout a story and use evidence to justify.		Can comment on the structure and organisation of a text (for example plot structure/flashbacks in fiction or devices/decisions a writer has used in non-fiction).	Can discuss the difference between literal and figurative language and the effects of imagery.	Can identify why a long-established novel may have retained its lasting appeal.
	Can retrieve, record and present information from non-fiction texts.		Can discuss the message a text has about our society, a particular culture or traditions from the past.			Can distinguish between fact and opinion.	



# Year 6

## To be a secure Y6 child must be....

- Reading texts that are age-related (Y6 – Burgundy/Black)
- Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and reading for a range of purposes.
- Read a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures.
- Where appropriate, children must be able to provide justifications for response.



## Upper Key Two Assessment Grid

Domain A – Meaning of Words	Domain B – Find, Explain and Record	Domain C – Sequence and Summarise	Domain D - Inference	Domain E – Predict	Domain F - Cohesion	Domain G – Choice of Words, Phrases and Punctuation	Domain H – Comparison
Can apply knowledge of root words, prefixes and suffixes to determine meaning.	Can skim and scan to clearly identify and retrieve relevant points and key ideas.	Can sequence the main events in the text.	Can identify the purpose and audience of texts.	Can make predictions about a text using evidence and prior knowledge (from within and outside the text).	Can comment on author’s representation of characters through the story (e.g. does the reader’s feelings towards them change?) and what techniques are used to achieve them.	Can comment on the author’s use of punctuation ( ... ; - ( ) and ’ for contraction and possession and “ ” for direct speech) .	Can make comparisons between different parts of same text.
Can read around the text to determine meaning.	Can use quotations and text references to support ideas and arguments.	Can summarise information from different points in a text.	Can identify and discuss implicit points of view in a text (.		Can comment on the use of cohesive devices between paragraphs and sentences.	Can identify point of view and how this impacts on the reader.	Can identify patterns throughout a text and a wide range of books.
Can provide appropriate synonyms and antonyms of given words.	Beginning to evaluate how messages, moods and attitudes are conveyed.		Can infer messages, moods, feelings and attitudes in a text.		Can discuss how authors create cohesion through chapters and how they relate to the story as a whole. (Does the story flow through the chapters? Does the author use flashback or different character voices, if so how is cohesion maintained?)	Can comment on the success of words and phrases in provoking particular responses.	Can make comparisons between different texts/books
Can apply newly learnt words in appropriate context.	Can identify and discuss explicit points of view in a text (in fiction and non-fiction an author clearly explains a point of view).		Can explain a character’s motives, thoughts and feelings from their actions throughout a story and use evidence to justify.		Can comment on the structure and organisation of a text (for example plot structure/flashbacks in fiction or devices/decisions a writer has used in non-fiction).	Can discuss the difference between literal and figurative language and the effects of imagery.	Can identify why a long-established novel may have retained its lasting appeal.
	Can retrieve, record and present information from non-fiction texts.		Can discuss the message a text has about our society, a particular culture or traditions from the past.			Can distinguish between fact and opinion.	

