KPI C1
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Child Friendly Reading Targets

1. I can discuss my favourite author and explain why I enjoy their books.

2. I can discuss my favourite poet and explain how their poetry makes me feel.

3. I can discuss my favourite playwright and explain what I enjoy about their plays.

4. I can discuss my favourite non-fiction book and explain what I have learnt from it.

5. I can identify the features of different genres and text types, explaining which genre I prefer to read and why.

6. I can compare and contrast books, discussing similarities and differences.

7. I can discuss what I liked or disliked about a story/poem/book, backing up my reasons by giving examples from the text.

8. I can give opinions about characters and explain why I feel about them the way that I do.

9. I can discuss what I have learnt from a story and how the story links to real life.

10. I can recommend books I like to friends and discuss why they should read them.

Lower Order Questions

Tell me about your favourite author and why you like them.

Who is your favourite poet and why?

What plays have you read?

What non-fiction books have you read and what did you learn?

What did you think of the story? Did you enjoy it? Why/why not?

Pretend we haven't yet read the book. Can you tell me why we should buy this book?

What would X (character in story) choose to do if they came to our school?

What would you do with X (an object from the story)?

What have you learned from this story?

With a partner can you act out any part of the story?

What does this story make you think?

Can you draw a (character/place in the story) and add labels using words from the story?

Pretend you are X (character from the story). Tell me all about yourself.

Tell me 3 things about the story/chapter.

Middle Order Questions

If you were to recommend this book to someone, what would you say?

What would X (character from story) choose NOT to do if they came to our school?

Choose 2 objects from the story and tell me what you would do with them. Why?

What have you learned from this story and what does it make you want to do?

With a partner, can you mime the most important part of this story?

Did the story give you any new ideas about yourself? What did it make you think?

Can you draw a character and a place from the story and add labels using words from the

story?

Pretend you are X (character from the story). Tell me the three most important things about yourself and why they are important.

Tell me how you felt when X happened.

Higher Order Questions

Why do you prefer X (author) to X (author)?

Persuade me to buy this book (don't forget to use persuasive language techniques!)

If X (character from book) visited our school, what would you do with them and say to them? Why?

What object in the book is most important? Can you talk for 2 minutes about the object and explain why you think it is the most significant/important?

How would you apply something you have learned from the story in the real world?

Can you draw the key character and add phrases from the text as labels?

Assume the role of the protagonist. Explain your actions in the story.

How does this story relate to your life?

Can you turn a scene from the story into a play script?

KPI C2

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Child Friendly Reading Targets

1. I can explain what the 5 parts of a story are.

2. I can discuss the features of a fairy story/myth/legend.

3. I can discuss the differences between a fairy story/myth/legend.

4. I can retell a story orally, including all of the 5 parts of a narrative.

Lower Order Questions

What kind of book is this? Tell me why you think this.

Why did the story start like that?

With a partner can you write a 5 sentence plot skeleton of this book?

What is the main event that happens in this story?

Can you tell me about a problem that happened in the story?

How is X (character from story) the same as X (different character from same story)?

Can you think of any stories you have read with similar plots?

How did the story end? Why?

Tell me the features of a fairy story/myth/legend.

What fairytale language do you think the author will use?

Can you tell the whole story in your own words?

Middle Order Questions

Can you think of some genre-related words and phrases that the author might use?

Why did the author begin the story in that way? Can you give me two or three reasons why you think that?

Can you write a 10 sentence plot skeleton of the story?

What are the 3 main events that happen in this story?

Why did the author choose to include X (a dilemma in the story)?

How is X (character from story) the same as X (character from story) and how are they different?

Describe how this plot is similar to X.

Talk for 2 minutes about the choice and effectiveness of the dilemmas in the story.

Why did the author choose to end the story in that way? Can you give me 2 or 3 reasons why you think that?

How do you know this is a fairy story/myth/legend?

Can you become a professional storyteller and retell the story to us in an exciting way?

Higher Order Questions

Why did the author choose to open the story in such a way? Why did he/she not choose another form of opening?

Can you explain the significance of the main events in the story?

What kind of traits do you think the key characters might have?

Compare and contrast X (character/setting in story) with X (character/setting in a different story. How are they alike and how are they dissimilar?

Compare and contrast this plot with X. How are they similar and how are they different?

Why did the author choose to end the story in such a way? Why did he/she not choose a different ending?

What is the moral of the story?

What did you learn from the story?

Does this story relate to your life in any way?

Give me examples of how this is a fairy story/myth/legend.

Can you retell a key section of the story and tell me why you selected that?

KPI C7
Develops positive attitudes to reading and understanding of what they read by:
Discussing words and phrases that capture the reader's interest and imagination.
Child Friendly Reading Targets

1. I can spot words that capture the reader's interest and imagination.

2. I can speculate as to why the author may have used these words.

3. I can discuss the impact that the words have on the reader.

4. I can explain what would happen if the author had not included these words.

5. I can suggest alternative words.

Lower Order Questions

List 5 interesting words in the book.

Find a word you would change. What would you like to change it to?

Name 3 words that the author uses to describe X

Which words does the author use to add variety?

Can you list any words that are similar to X?

Middle Order Questions

Why do you think the writer used X word?

Which words do you feel are most powerful and why?

Which words has the author used to show how X is feeling?

Which phrases convey the mood of the story?

What is the main theme of the story?

What is your opinion of the words/phrases that the author has used to describe X?

Would it have been better if the author had used a different word/phrase to describe X?

Higher Order Questions

Which of these two texts (use 2 different examples of the same genre) is most effective in terms of the authors' use of language?

If you could interview the author, what questions would you ask them about the language?

Can you extract words from the text that provide evidence of the writer's point of view?

How could the writer have made the plot more gripping?

What could the author have done to improve the passage you've just read?

How could some of the sentences have been improved?

Which words could the writer use if they wanted to flip the mood of the story?

KPI C10

Understands what they read, in books they can read independently, by:

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Child Friendly Reading Targets
1. I can explain how a character is feeling, backing up my thoughts with evidence from the text.
2. I can discuss what a character is thinking, explaining my reasoning.
3. I can infer a character's motive, picking out the actions that support my inference from the text.
4. I can predict what a character will do next, justifying my prediction with evidence from the text.

Lower Order Questions
Where could X have gone instead?
What could X have done instead?
Name 3 characters in the story and tell me about them.
If X (character from the book) met X (different character from the book) what would they say to each other?
How is X feeling? How do you know?
What is X thinking right now?
What do you think X will do next?
Why did X (character) do X (action from book)?
Give me 3 words to describe X.

Middle Order Questions
If we made X (character from the story) do Y (something totally different from what actually occurs) what would happen next?
Name 3 characters in the story and tell me the most important thing about each.
Name 2 characters from books that are similar to each other.
Which character from history would you like to be included in this story? Why?
Tell me 2 important things that X chose NOT to do and explain why.
Give me one word that describes a character very well. Give me 2 reasons why you chose that word.

Higher Order Questions
Who is the protagonist? Can you use excerpts from the text when answering that?
If X (character) had chosen to do X (something totally different) then how would the plot change?
If the good characters were evil and the evil characters were good, how would this alter the story?
Think about a character from the book. If you met them, what gift would you give them and why?
Analyse the reasons behind X's actions and tell me why they didn't do the opposite.

KPI C11
Understands what they read, in books they can read independently, by:
Predicting what might happen from details stated and implied.

Child Friendly Reading Targets
1. I can predict how a character will act.

2. I can predict what might happen next in a story.

3. I can predict how what a character will do next.

4. I can predict what the dilemma is.

5. I can predict how the story will end.

6. I can predict what a book might be about.

(After talking about the cover) How do you think the story will start?

Using the story's title, what do you think the book will be about?

What do you think will happen next?

(After talking about the cover) What do you think the first words of the story will be?

From the title, what do you think will happen in the story?

What do you think will happen immediately after this and how will it affect the story?

Who else could have done X (event from the story)?

What are the range of ways that this story could have ended?

What are the range of ways in which this story could have started?

If we made X (character from the story) do Y (something totally different from what actually occurs) what would happen next?

(After talking about the cover) What kind of opening do you think the author will choose?

Using only the title, can you predict the plot of the book?

What do you think the author will reveal next and how will that shape the rest of the plot?

What range of settings could we find in this genre of book?

What range of dilemmas could occur in this book? Which would have been most effective in this story?

If the story was turned into a play, what would change?

If X (character) had chosen to do X (something totally different) then how would the plot change?

If the good characters were evil and the evil characters were good, how would this alter the story?

If the story had been in X (different time period) how would this alter the story?

KPI C12

Understands what they read, in books they can read independently, by:

Identifying main ideas drawn from more than one paragraph and summarising these

1. I can identify the main ideas from a whole text.

2. I can summarise the main idea in my own words.

3. I can be succinct when summarizing.

3. I can write my summary on paper, using organizational devices, such as bullet points.

Lower Order Questions
Can you highlight/label the main ideas?
What is this (point) paragraph/sentence about?
What is the main idea/theme of the first paragraph?
What is the purpose of the text?
Can you find the word the author uses to describe…?
Can you remember how many/how long/how far etc.?
Using the information from the story/chapter, can you draw a diagram of the event?

Middle Order Questions
What is the difference between the first and second paragraph?
Can you compare and contrast the ideas in these two paragraphs?
What are the other ways in which the information might be organsied?
What is the main idea? Can you summarise it in your own words?
Which statements support the writer's point of view?
Which words/phrases show what the character was thinking?
Can you turn any parts into a graph or table?

Higher Order Questions
If the text was re-written in only 50 words, what are the key points that mustn't be missed out?
What difference would you make to the text to make the information easier to retrieve?
Can you find the parts of the text that indicate the writer's viewpoint?
Which ideas justify the actions of X?
On a scale of 1-10, list the main ideas of the text (most important first).

KPI C13
Understands what they read, in books they can read independently, by:
Identifying how language, structure, and presentation contribute to meaning.
Child Friendly Reading Targets
1. I can identify the formality of language used and explain why the author used this.
2. I can identify the intended purpose and audience of a text.
3. I can identify why an author has chosen to use certain words.

4. I can explain how the structure and presentation of the text adds to its meaning.

5. I can explain the impact that the language, structure and presentation has on the reader.

Lower Order Questions

Which words did the author use well?

In what other ways might the information have been organized?

What headings would you choose if you put this into a table?

Do you think the text could be organized in a different way?

Is it written in formal or informal language?

Middle Order Questions

Which words did the author use effectively?

How would you organise the information so that it is clearer to read?

How could you compare and contrast these two ways of presenting information?

What key categories would you divide this section into?

Can you find facts that would be appropriate to put into a table?

Why has the author chosen this level of formality?

Higher Order Questions

Take apart the author's use of language and explain why it is effective.

Could the order be altered in any way? How would this affect the meaning?

How would you modify the text to make the information easier to retrieve?

Suppose you could re-write the text, how would you reorganize it?

What would happen if you rewrote this, changing the level of formality?

KPI C14

Understands what they read, in books they can read independently, by:

Retrieving and recording information from non-fiction.

Child Friendly Reading Targets

1. I can explain the difference between fiction and non-fiction.

2. I can use a contents page to locate information quickly.

3. I can explain what a glossary is.

4. I can use a glossary quickly and efficiently.

5. I can explain what an index is and where it is located.

6. I can use an index to locate information quickly.

7. I can explain the features of an information book.

8. I can use an information book to find information to answer questions.

9. I can record information, organizing it appropriately.

Lower Order Questions

Explain what fiction means.

Explain what non-fiction means.

Tell me about the cover of the book.

What is a contents page? Where would you find it?

What is a glossary? Where is it?

What is an index? Where would you find it?

Can you name 3 features of a non-fiction book?

How would you find X?

Middle Order Questions

Explain what fiction means and give an example.

Explain what non-fiction means and give an example.

What type of book cover might you expect to find on a non-fiction book?

What would you expect the blurb to say on a non-fiction book?

How is the contents page helpful?

How is the glossary helpful? What would you expect to find in a glossary? How is a glossary ordered? Why?

What does an index do?

Can you name 3 features of a non-fiction book and explain what they do?

What would be the quickest way to locate X?

Higher Order Questions

Explain what fiction means, give an example and explain the features you might find in different fiction genres.

Explain what non-fiction means, give an example and explain the features you might find in non-fiction books.

Can you design a front cover for a non-fiction book?

Can you write a blurb for a non-fiction book?

What would happen if there wasn't a contents page /index/glossary?

What would be the impact on the reader if the contents page/index/glossary didn't exist?

How quickly can you locate X? What method did you use? Was it the most effective? How do you know?