

Reading Cue Card Year R	Question Stems
<p>Book introduction Look at title, front cover (discuss author, illustrator), and blurb (back cover). <i>Briefly</i> draw out knowledge of text type etc. or predict storyline, nature of characters.</p>	<p>Victor Vocabulary</p> <ul style="list-style-type: none"> • Can you find a word/sentence that tells/shows you that...? (e.g. What time of day it is? How the character is feeling etc.) • Why do you think that the author used the word... to describe...? • Can you find a word in the text that means the same as...? (e.g. happy)
<p>Strategy check What do we do when we find a word we don't know?</p> <ul style="list-style-type: none"> • Phonic cues (sounding out) • Word recognition (tricky and high frequency words) • Look inside front cover for practise words. • 	<p>Sequencing Suki</p> <ul style="list-style-type: none"> • What happens in the beginning of the story? • How/where does the story start? • What happened at the end? • Can you retell the story in a few words? • What happened before that?
<p>Independent reading If not reading fluently-encourage child to reread sentences once decoded.</p>	<p>Rex Retriever</p> <ul style="list-style-type: none"> • Who is/are the main character(s)? • When/ where does the story take place? • Which is your favourite/worst/ funniest/scariest part of the story? Why? • Tell me a fact you have learnt from the text (non-fiction) • Find the part where...
<p>Return and Respond to text Encourage child to retell what they have read (model as necessary). Ask questions related to the aims and question to check understanding. Encourage child to return to text to find and explain answers. Review good use of decoding strategies.</p>	<p>Predicting Pip</p> <ul style="list-style-type: none"> • Where do you think....will go next? • What do you think...will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might...say about that?
<p>Follow up work Record in the Reading Record: date, title, comment and your initials.</p>	<p>Inference Iggy</p> <ul style="list-style-type: none"> • What do you think...means? Why do you think that? • Why do you think the character did that? • How do you think the character feels? • When do you think...? • Where do you think...? • How has the author made us think that? • Do you like how the story ended? Why? Think of another way it could end.
<p>Reception Reading Aims - Early Learning Goals</p> <p>Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	