

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clear space for the text.

Shared & Guided Reading

Focus on comprehension skills

- ▶ Prediction
- ▶ Sequencing
- ▶ Retrieval
- ▶ Inference
- ▶ Vocabulary

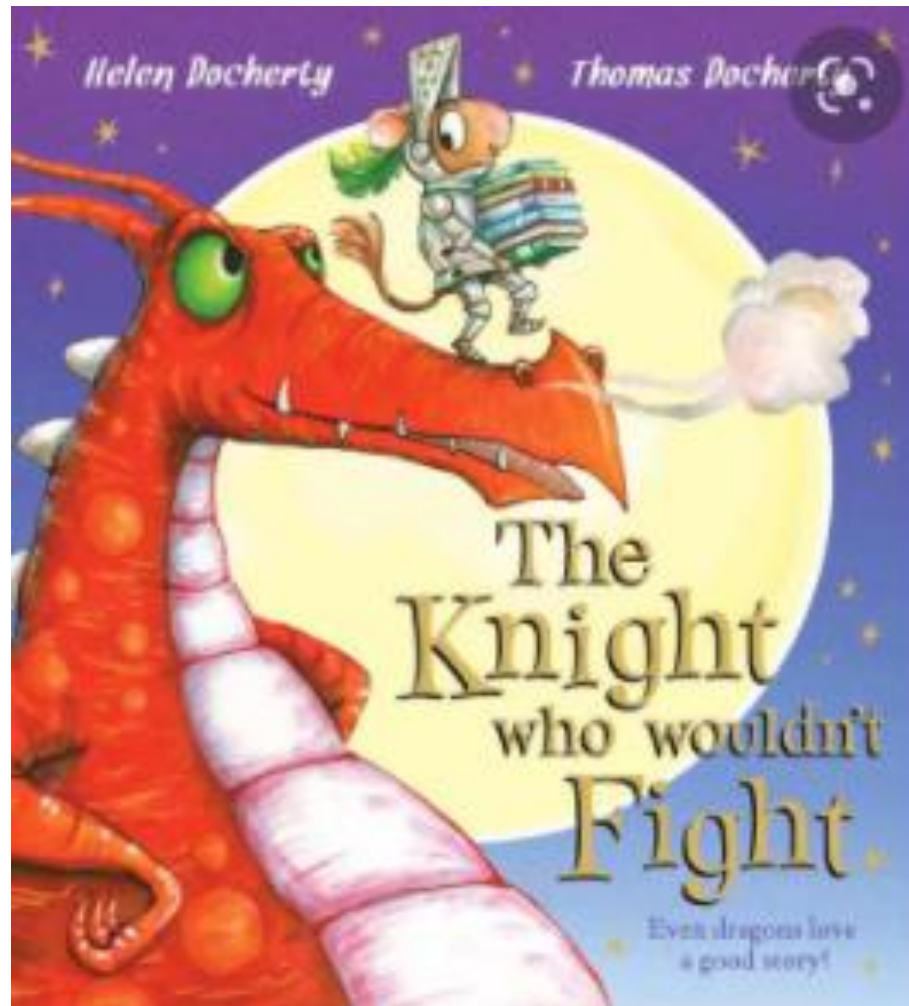
Prediction

- What do you think will happen next? Where do you think they will go next?
- What do you thinkwill say/ do next?
- What do you think this book/ chapter/ section will be about?
- What could happen when.....?
- What features might you expect to see in this text?
- What might happen if?
- Can you think of other stories that start like this?
Do you think this will end the same way?

Can you predict what this film clip is about ?



Can you predict what might happen in this book?



Sequencing

- How/ where does the story start?
- Which character do you meet first?
- What did you find out first?
What happened next/ in the middle/ at the end?
- Do you have to read this in order? What would happen if you didn't?
- Put these sentences/ pictures in the order they happened?

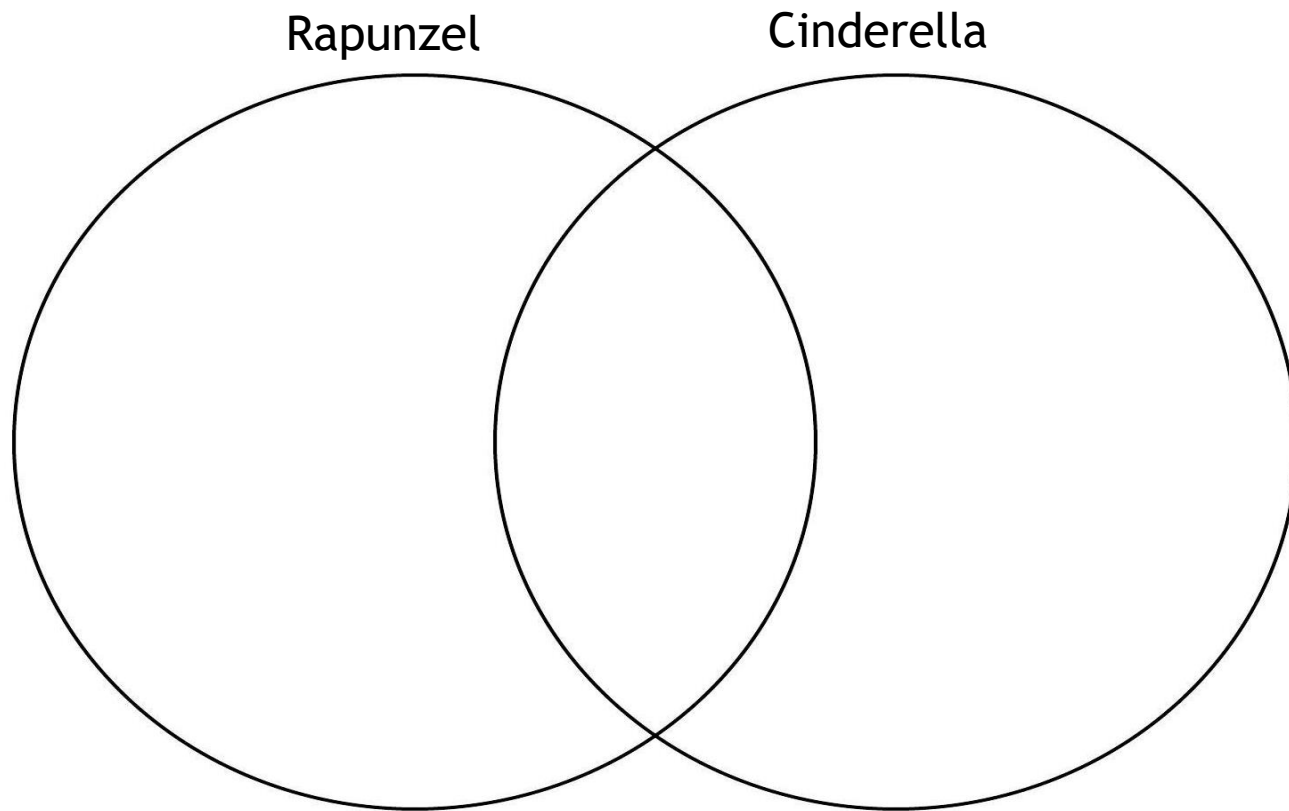
Can you put these pictures of the story Goldilocks and the 3 Bears in the right order?



Retrieval

- Where/ when is the story set?
- Who is the main character?
- What do you think is happening?
- What do you remember about.....?
- How does the story end?
- What happened when.....?
- Which information did you find the most interesting?
- Which is your favourite part of the story?
- Is there a dilemma in this story?

Retrieval



Inference

- How do you think.....is feeling?
- Can you explain why.....?
- Why do you think.....?
- How did you feel when.....?
- What can we guess about where/ when this is taking place?
- Why do you think the author uses the wordhere?
- Does this tell us anything about.....?

Inference- answering questions



What has caused him to grow to this size?

Where do you think he might be going?

How will 'normal sized' people feel when they see him?

What would you do if you saw someone of this size?

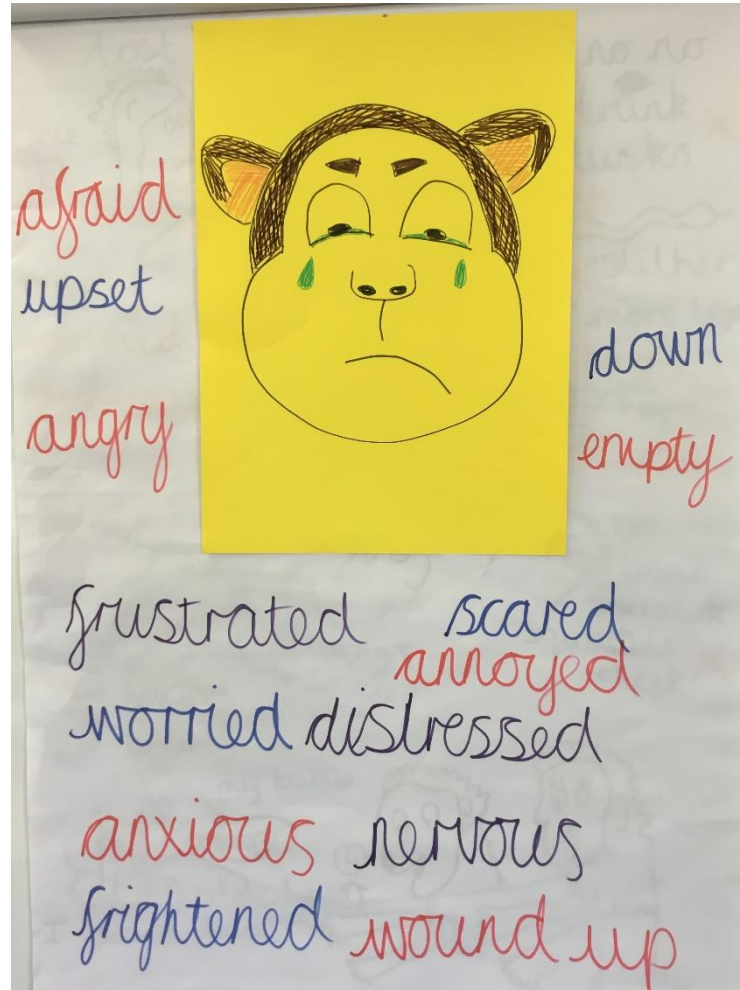
Vocabulary

- Why is this word written in bold/ italics?
- Can you give me another sentence with the word..... in it?
- How does this word make you feel?
- Can you explain in your own words?
- Can you work out what this word means?
- What does this word/ sentence tell you about....?
- Which words has the author used to make you feel happy/ angry/ sad/ frightened?

What adjectives can you use to describe the monkey?



Vocabulary- word explosion



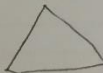
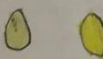


Vocabulary- dictionary

W.B: 7th September 2020
 L.O: Can I explain what a word means?
 Can I link a new word to a word that I already know?

Word	Definition	Synonyms
Handling	Touching with your hands	touching moving something with your hands
Congratulate	Telling someone that its really good	compliment
Outline	An outline is when you make a shape	shape form congratulate
Brighter	When something is brighter than before	shining

W.B: 7th September 2020
 L.O: Can I explain what a word means?

Word	Picture	Definition
Island		land surrounded by water.
Congratulate		it means you are proud or excited.
Outline		A outline is a line that it is cut.
Brighter		Brighter means not is bright and its in

Guided Reading

Reading Mats-year 1

Comment on Organisation:

- I can use the contents page in a non-fiction book to choose what to read.
- I can explain captions, fact boxes and diagrams in non-fiction books.

Writers Language:

- I can recognise repeated phrases.
- I can retell key stories and traditional tales.
- I can discuss word meanings

Select and Retrieve Information:

- I can check information in a book using the pictures
- I can answer retrieval and inference questions about the characters and plots in the story.
- I can use the contents page and glossary in non-fiction books.
- I notice when the text doesn't make sense.

Interpret Information:

- I can predict what might happen next in a book.
- I can explain how characters react to each other and the story changes.
- I can find clues from the text to give me more information.

Word Reading:

- I can read many common exception words.
- I can read accurately by blending known sounds in unfamiliar texts.
- I can read fluently using punctuation to help me.
- I can read words of more than one syllable.
- I can listen to my reading to check it makes sense.
- I can read words ending in -s, -es, -ing, -ed, -er and -est.
- I can read words with apostrophes.

Compare, Contrast and Evaluate:

- I can say if I like or dislike the book and why.
- I can say how two books are similar

Comment on Organisation:

- I can discuss the different features of texts e.g. chapters, headings, glossaries etc...
- I can use a dictionary and glossary
- I can discuss the characteristics of traditional tales, fairy stories, poems

Writers Language:

- I can recognise common literacy language and phrases
- I can recite poems, retell key stories, fairy stories and traditional tales
- I can discuss and clarify word meanings, linking new meanings to known vocab

Interpret Information:

- I can make a plausible prediction what might happen next in a book.
- I can answer questions and make inferences
- I can make inferences in independent reading
- I can discuss sequences of events in a book and how information is linked

Compare, Contrast and Evaluate:

- I can choose a favourite book from a selection and explain why it is my favourite
- I can develop a pleasure in vocab by choosing and discussing favourite phrases
- I can discuss and express my opinions on a text

Word Reading:

- I can read fluently and decoding is automatic
- I can read words of two or more syllables
- I can read words with common suffixes in
- I can recognise all the butterfly words in the book
- I can sound out unfamiliar words, accurately and without hesitation

Select and Retrieve Information:

- I can explain and discuss my understanding of the text
- I can notice when the text doesn't make sense and independently re-read to correct it.