

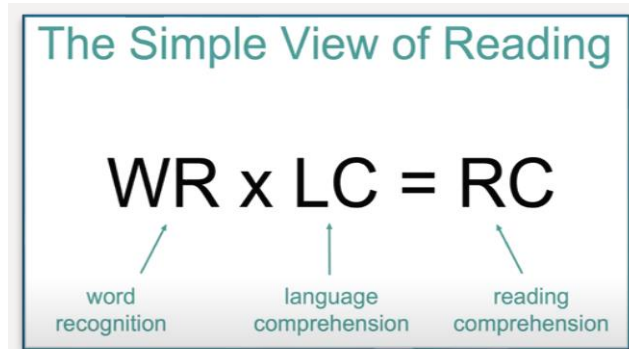
All Saints Bedworth C of E Academy

Reading Handbook. Updated Sept 2024.

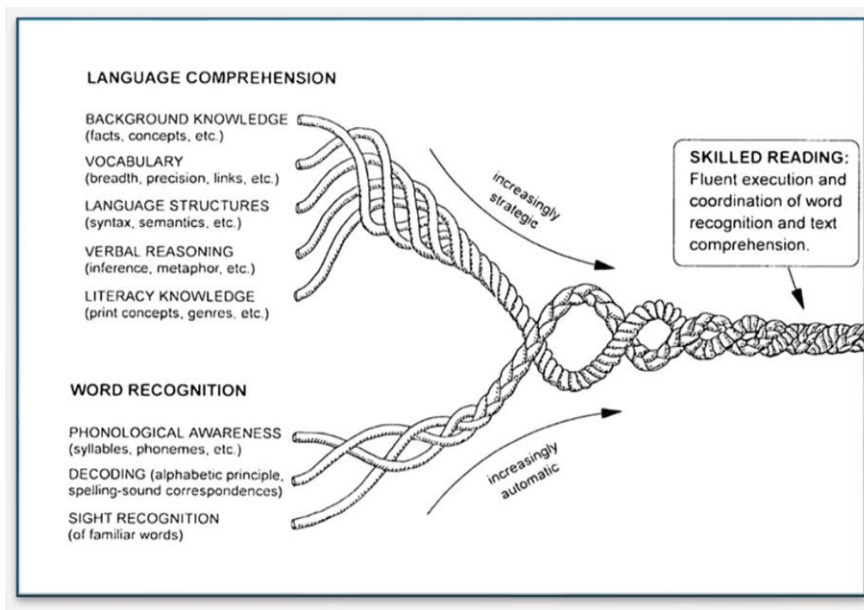
At All Saints Bedworth, the teaching of reading is a key priority. We understand the impact of being able to read fluently, and choosing to read, on pupils' future academic success and well-being. We aim for all our pupils to become fluent, confident, life-long readers.

Our reading curriculum

Our reading curriculum is based on the Gough and Timmer's simple view of reading and Scarborough's reading rope. These reading models describe the two underlying capabilities, language comprehension and word recognition, which become increasingly intertwined as pupils become expert readers. The curriculum has been designed to develop pupils' expertise in each of these areas which, alongside our purposefully developed culture of reading for pleasure, ensures our pupils become readers for life.



The simple view of reading – Gough and Tunmer (1986)






'Reading Rope' diagram from Peggy McCardle, Hollis S Scarborough and Hugh W Catts: 'Predicting, Explaining and Preventing Children's Reading Difficulties' (2001),

Our Systematic Phonics Framework - Little Wandle Letters and Sounds (SEE ALSO PHONICS AND EARLY READING HANDBOOK)

Systematic phonics refers to the incremental curriculum through which our pupils learn the alphabetic code. Phonics is given the highest priority in our school and all pupils receive direct phonics instruction from well-trained practitioners throughout the Early Years, Key Stage 1 and across the schools as required.

Regular and accurate assessment and intervention help ensure pupils learn and remember the intended curriculum alongside their peers however, where additional intervention is needed, sessions are tightly targeted and delivered by skilled practitioners in order to get pupils back on track as quickly as possible.

Phonics is taught using the DfE validated systematic synthetic phonics programme Little Wandle Letters and Sounds Revised. Children take part in daily phonics lessons in Reception and Key Stage 1, systematically developing their knowledge of grapheme-phoneme correspondences (GPCs), blending and segmenting and following the progression route within the programme. Daily phonics lessons follow the teaching sequence from the Little Wandle programme:

	Revisit and review
	Teach and practise
	Practise and apply

In Key Stage 2, children who need phonics provision access the Little Wandle catch-up programme.

Little Wandle Reading Sessions – EYFS and KS1 (SEE ALSO PHONICS AND EARLY READING HANDBOOK)

In addition, to daily phonics lessons, all children in EYFS/Key Stage 1 access three Reading sessions each week.

Reading sessions use fully decodable texts from the Little Wandle programme that are matched to the progression sequence. Reading books are organised in the same phases as the programme.

Each reading session focuses on a different reading skill, following the same approach each week:

1. Decoding the text
2. Prosody – reading with meaning, stress and intonation
3. Comprehension – understanding the text.

Children take home the book they have read within the sessions to practise at home the following week.

Once children in KS1 have completed the Little Wandle programme, these reading sessions continue, with more challenging texts matched to subsequent book bands.

Whole class reading – From Year 3 onwards

In Key Stage 2, children take part in shared reading sessions each day, building on their knowledge and skills from Key Stage 1. Reading instruction is based on one of three lesson structures which support the skills pupils need to become expert readers.

- 1) Fluency Read
- 2) Extended Read
- 3) Close Read

Each of the lesson structures we use is described below. The combination of lesson structures taught in each class each week will depend on the needs of the class but we understand that the development of fluency is essential to support effective comprehension and so this is likely to be prioritised for younger pupils.

Fluency Reading

Fluency sessions aim to develop pupils' reading in three areas:

- **Accuracy** - are the words read correctly?
- **Automaticity** - do the words flow at an adequate rate that allows for comprehension?
- **Prosody** - when reading aloud does the reading sound similar to the pupil's natural spoken voice?

As a general guide, the following would class as a 'fluent' reading pace:

Year 3: 100-110 Words per minute

Year 4: 110-120 words per minute

Year 5: 120-130 words per minute

Year 6: 130-150 words per minute

N.B. Reading speed alone should not be taken as the key measure of reading fluency

Fluency Lesson Planning Sequence – See example in Appendix 1

- Choose a text that will take roughly 1 or 2 minutes for children to read aloud.
- Work out which words children are likely to need explaining and, where necessary, find pictures.
- Plan discussion and/or questions

Ideally, all children will have a copy of the text and one between two should be the minimum. A version of the text should also be displayed at the front of the class.

Fluency Lesson Teaching Sequence

- 1) Teacher reads the text aloud while pupils listen.
 - Emphasise prosody so children hear the rhythm, changes in intonation, recognise punctuation etc.
- 2) Teacher discusses tricky vocab and gives a summary of the text (3-4 minutes)
 - Discuss any tricky words identified during planning and share pictures if appropriate
 - Put the text in context with a summary
- 3) Teacher reads for a second time while children follow along.
 - Reading rulers may be used if appropriate
- 4) Children in mixed-attainment pairs take turns to read the text aloud 3-4 times each aiming to improve fluency each time.

- Partner follows with ruler
 - Teacher ‘floats’ and supports as required (unless working with a group – see below)
- 5) Text is ‘performed’ by whole class, volunteers or selected children.
- 6) Text is discussed and comprehension checked/deepened.

Supporting Pupils working well below age-related expectations

Where pupils’ decoding is at an early stage and well below the level of the rest of the class, it may be appropriate to work with those pupils as a group during the repeated oral reading section of the lesson. These pupils may benefit from echo reading (teacher reads a sentence whilst children follow the text, children echo the sentence back whilst following the text).

Extended Reading


Extended reading sessions are designed to expose pupils to a range of texts with varied vocabulary, text structure and sentence structure. It develops reading stamina and supports children to learn the patterns of English orthography through text experience.

Extended Reading Lesson Planning Sequence – See example in Appendix 1

- Choose a text that is long enough for sustained reading.
- Read the text before the lesson and identify key things which will need explanation.
- Plan a small number of questions which will ensure the children have broadly understood what they have read.

Ideally, all children will have a copy of the text and one between two should be the minimum. A version of the text should also be displayed at the front of the class.

The tool ‘**Comprehension Question Generator**’ (from your text) from TeachMate AI can be used to support planning a range of comprehension questions:



Comprehension
Question Generator
(from your text)

Generate comprehension
questions from a text you
provide

Inputs

Curriculum
You are viewing curriculums from your country setting in "my account" (England).

2014 National Curriculum in England

Year group
Year 5

Mixed Year Groups

Text
10,000 character maximum input text

Holes, Chapter 1

Reading focus

<input checked="" type="checkbox"/> Word Meaning	<input checked="" type="checkbox"/> Retrieval
<input checked="" type="checkbox"/> Inference	<input type="checkbox"/> Predicting
<input type="checkbox"/> Summarising	<input checked="" type="checkbox"/> Explaining and Exploring
<input checked="" type="checkbox"/> Analysis and Evaluation	<input type="checkbox"/> Comparison and Synthesis
<input type="checkbox"/> Evaluation of Content, Structure and Quality	

Number of questions per reading focus

2

[Generate](#)

Extended Reading Lesson Sequence

Part 1 – Continuous Reading (approximately two thirds of the lesson)

Continuous reading can be done using two methods (or a combination of both) depending on the needs and age of the class.

Method 1 – Teacher reads and pupils follow

- The teacher reads the text aloud whilst the pupils follow.
 - This could be with their finger or reading ruler
 - Ideally, all pupils will have their own copy of the text although this method can also work with one copy of the text between two or with the text underneath the visualiser.
 - The teacher may initially prompt pupils to chant key words in order to ensure everyone is following the text.

Method 2 - Silent Reading

- Pupils silently read sections of the text- give a specific stopping point
 - The section length is managed carefully
 - The section length increases with pupils' reading capability
 - Simple tasks are available for quick finishers though re-reading is encouraged e.g. write a one sentence summary of what they have read, read the text again and make sure your summary matches.
 - Very low prior attainers may be supported in small-groups where the teacher reads aloud and pupils follow whilst other pupils read silently.

Part 2 - Brief Discussion to Build Comprehension (approximately one third of the lesson)

Teachers need to ensure that the majority of the lesson is focused on reading rather than answering questions. The questions in this type of lesson should focus on developing a general understanding of what children have read.

Routines need to be developed so children don't lose their place in the text when answering questions e.g. 'finger freeze- eyes on me'

Close reading

Close reading involves discussing texts in depth in order to develop pupils' ability to analyse and understand what they have read. It provokes pupils to think about language choices and themes in a text at a deeper level.

Close Reading Planning Sequence – See example in Appendix 1

- Choose a text with aspects worth discussing in detail. This might be something the pupils have already read.
- Decide how the text is going to be read. This will often be the teacher reading the text aloud whilst pupils follow.
- Read the text ahead of the lesson and identify any aspects which will need explaining (eg. vocabulary or text structures)

- The majority of planning time will be taken up by planning questions based on language choices and themes, linked to a range of reading content domains appropriate to the text and age/stage of pupils (See Appendix 2 for example questions / question stems)
 - Reading domains:
 - Give or explain meaning of words in context
 - Retrieve and record information
 - Summarise main ideas from more than one paragraph
 - Make inferences or explain and justify inferences with evidence from the text
 - Predict what might happen
 - Identify and / or explain how meaning is enhanced through choice of words or phrases
 - Make comparisons within the text

Questions to think about when planning:

- How can I get pupils to better understand this story?
- What do I need to explain or remind them about? (definitions, places, history, etc).
- What themes run through the text that can be explored?
- What language choices has the author made? What were they trying to achieve?

Lesson Sequence

- Read a chosen section of a carefully chosen text which provides ample opportunity for analysis and discussion. Chose a method of reading which suits the text and the needs of the class.
- Ask questions that provoke pupils to think about the language choices and themes you wish to discuss.
- Use pedagogical techniques to ensure all children are participating and give all pupils the chance to respond (eg. think/pair/share, mini-whiteboards, Pose-Pause-Pounce-Bounce)
- On some occasions pupils may be asked to reflect their responses in writing.


Recording Evidence of reading: Reading Journals

There is no requirement for any written recording in Fluency or Extended read sessions – responses can be taken orally, or mini-whiteboard could be used to encourage engagement of all

In **close read** sessions, teachers will plan approximately 5 to 8 questions, and will choose between 2 and 5 of these for pupils to record their answers in their reading journals – these will be highlighted in yellow

- Questions will be planned to come from a range of reading domains (See Appendix 2 for example questions / question stems)

All discussion questions planned for the close read sessions will be pre-recorded on the LO and SC sheet e.g.:

Close Read session			
Book / page numbers	Matilda, Chapter 3		Assessment:
FS	CL	68	G T P +  ↑
Questions: <ol style="list-style-type: none"> 1) What did Matilda's parents think about her reading books? 2) How do you think Matilda felt when her parents didn't listen to her about the books? 3) What does the word 'superglue' mean in the context of the chapter? 4) What does the word 'prank' mean? Can you give another example of a prank someone might play? 5) How do you think Matilda might have felt after her prank was successful? 6) What evidence is there to show that Matilda's father was angry when he tried to take off the hat? 7) What do you think Matilda might do next to solve her problem with her parents not valuing her love for books? 			

Reading domains for each question in this example:

- 1) Retrieval
- 2) Inference
- 3) Word meaning in context / word choice
- 4) Word meaning in context / word choice
- 5) Inference
- 6) Inference
- 7) Prediction

Appendix I - Planning

Planning Sequence – Fluency Reading

- 1) Choose a text that takes roughly 1 or 2 minutes for children in the class to read.

Y3 - Plants

Plants are made up of different parts that perform different functions. Most plants have roots, a stem and leaves. Some plants also have flowers. Roots anchor a plant to the ground. They also absorb water and nutrients from the soil. The stem holds up the leaves so that they can gather light to make food and holds up the flowers so that they can receive pollen and disperse their fruits. The stem also transports water and minerals from the roots to the other parts of the plant. The leaves make food by trapping light and using its energy. The job of a flower is reproduction.

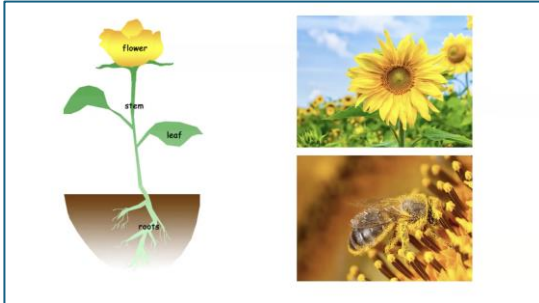
- The text should have a reasonable level of challenge
- Texts may be chosen to support other areas of the curriculum
- Teachers may choose from a broad range of text types (see links in appendix 2)
- A minimum of one text between two should be provided

- 2) Work out which words children are likely to need explaining and, where necessary, find pictures

Y3 - Plants

Plants are made up of different parts that perform different functions. Most plants have roots, a stem and leaves. Some plants also have flowers. Roots anchor a plant to the ground. They also absorb water and nutrients from the soil. The stem holds up the leaves so that they can gather light to make food and holds up the flowers so that they can receive pollen and disperse their fruits. The stem also transports water and minerals from the roots to the other parts of the plant. The leaves make food by trapping light and using its energy. The job of a flower is reproduction.

- Avoid choosing too many words in order to maintain the core purpose of the lesson (5 or 6 maximum)
- Find pictures of the words to support quick understanding if appropriate



3) Plan discussion and/or questions

“What parts of a plant have we learned about?”

“What jobs do they do?”

“Can you tell me one interesting fact we learned from this text? Let’s make a list of them.”

- Ensure questions support pupils to make sense of the text
- Avoid questions which require long discussions to answer
- Consider how to make sure all children participate eg. talk partners, mini-whiteboards etc

Planning Sequence – **Extended** Read

- 1) Choose a text which is long enough for an extended reading session. This may be an ongoing class book or another text.

George sat himself down at the table in the kitchen. He was shaking a little. Oh, how he hated Grandma! He really hated that horrid old witchy woman. And all of a sudden he had a tremendous urge to do something about her. Something whopping. Something absolutely terrific. A real shocker. A sort of explosion.

“I’m not going to be frightened by her,” he said softly to himself. But he was frightened. And that’s why he wanted suddenly to explode her away. Well...not quite away. But he did want to shake the old woman up a bit.

Very well, then. What should it be, this whopping terrific exploding shocker for Grandma?

As George sat there pondering this interesting problem, his eye fell upon the bottle of Grandma’s brown medicine standing on the sideboard. Rotten stuff it seemed to be...and it didn’t do her the slightest bit of good. She was always just as horrid after she’d had it as she’d been before.

Exclamation:
use other examples (e.g. How I loved my new bike! What a great present!)

Explain: he doesn’t want to actually harm her.

What does George think medicine *should* do?

2) Read the text before the lesson and note anything you want to explain and any places you want to pause to ask a question

3) Ensure all pupils are participating by using strategies such as think-pair-share and mini-whiteboards.

<p>"If you want to see your mother again, you have to come with me now."</p> <p>The girl hesitated. She glanced at Torval's hand on her arm, and he loosened his grip. The rapid breathing of the girl reminded Torval of the injured robin he had nursed back to health as an infant. He remembered his father's disgust at his soft-heartedness, and his determination to spare this girl grew. "This way. Now."</p> <p>The pair tore down the dimly lit corridors, watched by Torval's ancestors represented in oil in gilded frames. They reached a wooden hatch with an iron ring. Torval yanked it open to reveal a damp stone staircase descending into total darkness. The girl opened her mouth to speak, but the words did not come.</p> <p>"Down there," commanded Torval. "It's just a cellar. They will send me to fetch wine, and I will check on you. Once everyone is too drunk to notice, I will get you home."</p>	<p>Define: "Pause because not sure"</p> <p>Quick think-pair-share: "Why do you think the words did not come?"</p>
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4) At the end of a section of text, you may choose to ask the pupils to write a very brief summary.

<p>He lifted a candle holder from the wall and passed the flickering light to the girl. "You'll be okay. I promise." The girl stepped cautiously into the dark, but turned back when Torval began to close the hatch. "You have to trust me," he said.</p> <p>"Sigrun," she said. "My name is Sigrun."</p> <p>Torval nodded and gently closed the hatch.</p>	<p>End of chapter: ask pupils to summarise on mini whiteboards</p>
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Planning Sequence – **Close** Reading

- 1) Choose a text which has aspects of plot, character, vocabulary, theme, structure etc which are worth discussing in detail. Close reading session will be more effective where teachers has a good understanding of the complete text.
- 2) Read the text before the lesson and identify how pupils will read the text (silent or teacher reading), questions you want to ask, themes you want to uncover. You may wish to note how the children will be required to respond (eg. mini white boards, think/pair/share etc).

Points to note when planning close reading sessions.

- Finished storybooks may allow for deeper discussion
- Time should be allowed to explore pupils' ideas and questions but central themes should be kept in mind.
- The structure of close reading sessions might vary dependant on text type and the age and stage of the pupils.
- Effective questioning which asks pupils to build on each others answers, discuss, explain and offer varied opinions will support a deeper understanding of the text.
- Questions should be planned from a range of reading

Examples of planning

Bradley Chalkers sat at his desk in the back of the room—last seat, last row. No one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit.

"Class," said Mrs. Ebbel. "I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital."

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel.

The new kid shrugged.

"There's no reason to be shy," said Mrs. Ebbel. The new kid mumbled something, but Bradley couldn't hear what it was.

"Have you ever been to the White House, Jeff?" Mrs. Ebbel asked. "I'm sure the class would be very interested to hear about that." "No, I've never been there," the new kid said very quickly as he shook his head.

Mrs. Ebbel smiled at him. "Well, I guess we'd better find you a place to sit." She looked around the room. "Hmm, I don't see anyplace except, I suppose you can sit there, at the back."

"No, not next to Bradley!" a girl in the front row exclaimed.

"At least it's better than *in front* of Bradley," said the boy next to her.

Mrs. Ebbel frowned. She turned to Jeff. "I'm sorry, but there are no other empty desks."

"I don't mind where I sit," Jeff mumbled.

"Well, nobody likes sitting ... there," said Mrs. Ebbel.

"That's right," Bradley spoke up. "Nobody likes sitting next to me!"

- Silent read.
- *What might the author mean by 'He was an island.' (T-P-S)*
- *What does Mrs Ebbel think about Bradley? How does the author show this subtly? (MWBs)*
- *What purpose is the ellipsis serving in this sentence 'Well nobody likes sitting... there?' (T-P-S)*
- *How does the author make you feel sympathy for Bradley? Why might the author have done this? (T-P-S)*

He stared at Jeff with bulging eyes as Jeff awkwardly sat down next to him. Jeff smiled back at him, so he looked away.

As Mrs. Ebbel began the lesson, Bradley took out a pencil and a piece of paper, and scribbled. He scribbled most of the morning, sometimes on the paper and sometimes on his desk. Sometimes he scribbled so hard his pencil point broke. Every time that happened he laughed. Then he'd tape the broken point to one of the gobs of junk in his desk, sharpen his pencil, and scribble again.

His desk was full of little wads of torn paper, pencil points, chewed erasers, and other unrecognizable stuff, all taped together.

Mrs. Ebbel handed back a language test. "Most of you did very well," she said. "I was very pleased. There were fourteen A's and the rest B's. Of course, there was one F, but ..." She shrugged her shoulders.

Bradley held up his test for everyone to see and smiled that same distorted smile.

As Mrs. Ebbel went over the correct answers with the class, Bradley took out his pair of scissors and very carefully cut his test paper into tiny squares.

When the bell rang for recess, he put on his red jacket and walked outside, alone.

"Hey, Bradley, wait up!" somebody called after him.

Startled, he turned around.

Jeff, the new kid, hurried alongside him. "Hi," said Jeff.

Bradley stared at him in amazement.

Jeff smiled. "I don't mind sitting next to you," he said. "Really."

Bradley didn't know what to say.

"I have been to the White House," Jeff admitted. "If you want, I'll tell you about it."

Bradley thought a moment, then said, "Give me a dollar or I'll spit on you."

- Silent read.
- *Why do you think Bradley holds his test up in the air for everyone to see? (P-P-P-B)*
- *First, the author makes us feel sympathy towards Bradley. Then, the author shows Bradley being unnecessarily mean. Why do you think the author does this? (T-P-S)*
- *What impression does the author give of Bradley and how he is perceived in school? (Written response in books)*

ONCE, IN A HOUSE ON EGYPT STREET, there lived a rabbit who was made almost entirely of china. He had china arms and china legs, china paws and a china head, a china torso and a china nose. His arms and legs were jointed and joined by wire so that his china elbows and china knees could be bent, giving him much freedom of movement.

His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires, which allowed the ears to be arranged into poses that reflected the rabbit's mood – jaunty, tired, full of ennui. His tail, too, was made of real rabbit fur and was fluffy and soft and well shaped.

The rabbit's name was Edward Tulane, and he was tall. He measured almost three feet from the tip of his ears to the tip of his toes; his eyes were painted a penetrating and intelligent blue.

- Silent read.
- Explain 'china', 'jaunty' and 'ennui'.
- *Can you find any examples of the author repeating words? (MWBs) Why might she have done this? (T-P-S)*
- *Re-read the second paragraph. What words suggest that Edward is 'real'? What words suggest that he is a toy? (MWBs)*
- *Think about the next part of the story that we have read. Why might it be useful to have a character who is both 'real' and a toy? (T-P-S)*

Take some Picts, Celts and Silures
 And let them settle,
 Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
 Add lots of Norman French to some
 Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
 Trinidadians and Bajans with some Ethiopians, Chinese,
 Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
 And Pakistanis,
 Combine with some Guyanese
 And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
 Iraqis and Bangladeshis together with some
 Afghans, Spanish, Turkish, Kurdish, Japanese
 And Palestinians
 Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
 Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
 Serve with justice
 And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

- Model read followed by oral partner read.
- *What does this poem remind you of? Do you think the poet did this on purpose? (P-P-P-B)*
- *Introduce idea of 'melting pot'. In a recipe, we'd usually see 'allow time to cool'. What is different here? What do you think the poet means? (T-P-S)*
- *Why do you think the poet placed 'And enjoy' on a line on its own? (T-P-S)*

Appendix 2: Example question prompts for each reading domain

Retrieve and record information

- What did the character do when _____?
- Where did the event take place?
- Who was involved in the action described?
- When did the main event happen in the story?
- What did the character say about _____?
- How did the character react to _____?
- What items or objects are mentioned in this part of the text?
- What were the key actions that took place in this chapter?
- Who else was present during the main event?
- What did the character think about _____?

Make inferences or explain and justify inferences with evidence from the text

- How do you think the character felt when _____?
- Why do you think the author described the scene in this way?
- What can we infer about the character's mood from their actions?
- How might the character's past experiences influence their actions?
- What does the character's behaviour suggest about their feelings?
- Why do you think the author chose to show this event from the character's perspective?
- How do the details in the description help us understand the character's state of mind?
- What might be the character's reasons for acting this way?
- How does the setting influence the character's actions or feelings?
- What clues in the text suggest the character's internal conflict?

Predict what might happen

- What do you think will happen next in the story?
- How might the character's actions influence future events?
- What clues in the text suggest what might happen next?
- Based on the character's decisions, what do you predict will occur?
- How do you think the problem in the story will be resolved?
- What might be the consequences of the character's actions?
- How could the setting change the direction of the story?
- What would be a possible outcome of the conflict introduced in this chapter?
- How might the author build on this event in the next chapter?
- Based on the character's plans, what do you think is likely to happen?

Identify and / or explain how meaning is enhanced through choice of words or phrases

- What does the word _____ mean in this context?
- How does the author's choice of words affect the mood of the text?
- Can you find a synonym for this word in the text?
- What is the meaning of the word _____ in the sentence?
- How does the word _____ contribute to the description of the scene?
- What can you infer about the word _____ based on its use in the story?
- How does the author use this word to create a particular effect?
- What is the opposite of this word and how does it change the meaning?
- How does the meaning of this word change when used in different contexts?
- Can you use this word in a new sentence to show its meaning?

Summarise main ideas from more than one paragraph

- Can you summarize what happened in this part of the story?
- What are the main points of this chapter?
- How would you describe the events in this section in your own words?
- What is the most important thing that happened in this chapter?
- How does this part of the story fit into the overall plot?
- What were the key details in this section?
- How would you explain the main events to someone who hasn't read the book?
- What are the main ideas presented in this chapter?
- How does this summary help us understand the story better?
- What important information did you learn from this part of the text?

Make comparisons within the text

- How is this character similar to or different from another character in the story?
- How does the setting in this story compare to another setting you've read about?
- What are the similarities and differences between this book and another book?
- How does this author's style compare to that of another author you've read?
- What common themes do you see in this story and another story?
- How does the main character's journey in this story compare to that in another book?
- What are the differences in how conflicts are resolved in this book compared to another book?
- How does the mood in this story compare to the mood in a different story?
- How are the plots of these two stories similar or different?
- What similarities and differences do you find between the settings in these two texts?

Understand and explain

- Why do you think the author chose this particular setting?
- How does this part of the text relate to the overall theme?
- What is the significance of this event in the story?
- How does the character's behaviour contribute to the story's development?
- Why might the author have included this detail in the story?
- How does this event affect the main character?
- What can we learn from the character's actions in this scene?
- How does this passage fit into the story's plot?
- Why is this part of the story important for understanding the character's motivations?
- What does this section of the text reveal about the author's message or theme?