CHATTERER

Give or explain the meaning of words:

Which word(s) is/are used to describe…?

Which words tell you that…?

Can you identify any adjectives/expanded noun phrases which have been used to describe the setting/character?

What does…mean?

What does the word…tell you about…?

Why is…a good word to use?

Why is this a play on words?

Can you think of a similar word…?

Which words rhyme?

Why do you think the author chose to use a question/other device?
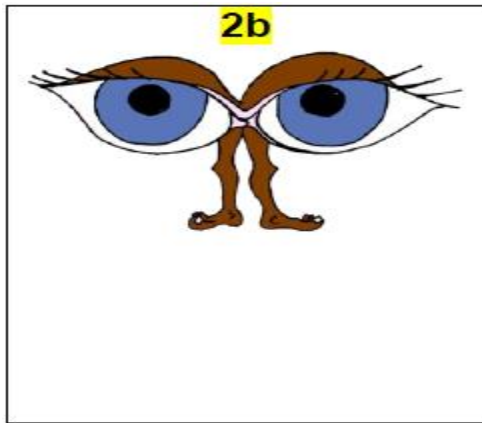
What do the following words tell you about?

Why do you think the author chose the word/phrase…?

The writer has used the following words to describe… What does this tell you about?

Why do you think this is an effective way to describe…?

Why is it a play on words?

Which words or phrases create suspense in this piece of writing?

SPOTTER

Retrieve, record and summarise information or identify key details from fiction and non-fiction:

Which devices has the author used to indicate an opinion?

Can you distinguish between fact, opinion and fiction?

Which words are used to describe the…?

There are two characters in this text. Can you explain why they have been presented in different ways?

What is revealed about the character in the following lines of text…?

How has the author created suspense in this part of the text?

Can you explain what is happening when…?

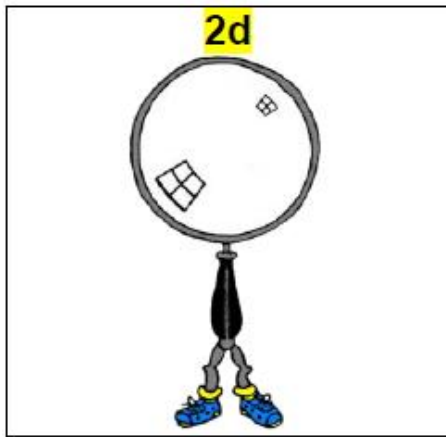Can you retell this event from the viewpoint of another character?

What organisation devices help you find information quickly?

Which facts support the idea that…?

What clues are in the text to suggest…?

In which person is the text written?

From whose viewpoint?

CLUE FINDER

Make inferences from the text or explain and justify inferences using evidence from the text:

What do writers mean…?

How do the characters get on with each other? What evidence tells you that?

Why do you think the author describes… as…?

How do you know that x and y were enemies? Best friends? Find 2 pieces of evidence.

Why do you think the character does…? Says…?

What do you think …meant when he said…?

Why do you think… is acting this way?

How was the character feeling? How do you know?

Which 3 facts tell you that…?

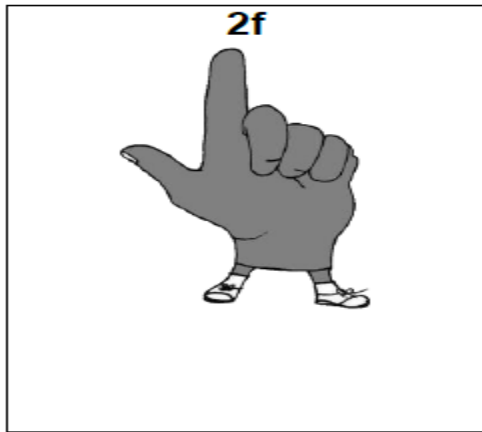Which of the characters do you think would be best in (name situation)?

Does … enjoy…?

Do you think that… is better now?

Why didn't … want to..?

What do you think… said when she made her suggestion?

What helps to make this an exciting story?

What does this tell you have people felt about…?

SELECTOR

Identify/ explain how information/ narrative content is related and contributes to meaning:

What type of text is this?
What is the purpose of this text?
Is this text a good example of…?
Does this story have a moral/message?
What can we learn about… from reading…?
How does the author try and persuade you to…?
Why do you think the author chose to write the sentence in this way?
What is the main event and when did it occur?
How and when is the problem resolved?
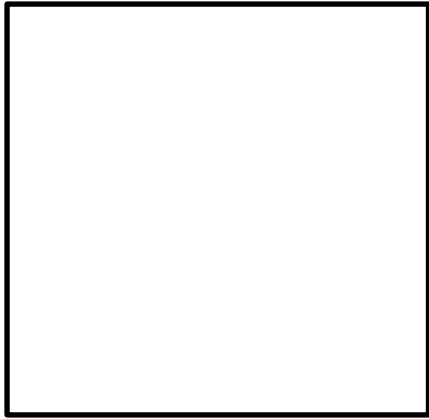Why do you think the author chooses to use arrows/lines in this diagram?
When did the character feel happy and when did this change?
How do the photographs help you?
How does the way that the title/introduction is written, encourage you to read further?
In which person is the text written?
From whose viewpoint?

CODE CRACKER

Read fluently and automatically.

Add expression to my reading.

Use punctuation to make the reading make sense.

Use a range of strategies to read for meaning.