

**Subject: Reading**

**Next Step:** To use inference to understand the meaning behind the text.

To use inference more independently, starting to really understand what's going on behind the words on the page.

**Exemplification**

Making inferences is when you find out information that is hinted at in the text. For example, it wouldn't say a character was sad, angry or happy but show it in the action of the characters.

Read this simple text. How was Josh feeling? Why was he feeling that way?

**Josh had just mastered netting a hoop when it started to pour with rain. He came in the house, slammed the door and sat on the sofa with a thump.**

*Josh was frustrated because he had been working hard on his basketball skills and was just getting good when he had to stop because it was pouring with rain. I can tell he was frustrated because he slammed the door and sat down heavily and you do these things when you are angry.*

**Now try making inferences about why characters are acting in certain ways in the books you are reading. You can also discuss this when you are watching a film.**

**Subject: Reading**

**Next Step:** To develop a range of strategies when faced with an unknown word, to expand vocabulary.

**Exemplification**

When you are reading on your own or with an adult, if you come across unknown words you might need to pause and think through what the meaning might be so you have understood what is happening in the text. This will increase your vocabulary and make your writing more interesting to read!

Sometimes you can work it out from your own knowledge as I have done here:

**Shrieks of laughter and **snatches** of singing could be heard.**

What did the author mean by **snatches**? I know that **snatch** means you grab something quickly. Therefore, in this case I think the author wanted us to understand that only short sections of singing could be heard.

**He had no time to **dwell** on this, Professor McGonagall was moving along the Gryffindor table handing out time tables.**

**Dwell** was one of our words of the week. It meant stay, live with. Therefore, I think they didn't have time to think through their problem because they needed to focus on what was happening at that moment.

**Hermione remained in the hospital for several weeks. There was a **flurry** of **rumour** about her disappearance when the rest of the school returned after the Christmas break.**

I have heard of snow flurries. Therefore, there must be lots of ideas floating around.

Sometimes you might need to look up a word in a dictionary (physical or online).

**rumour**

I think it's an idea but I'm not sure.

**rumour**

*noun* [C or U] UK (US *rumor*)

UK  /'ru:.meɪ/ US  /'ru:.me-/

an unofficial interesting story or piece of news that might be true or invented, and quickly spreads from person to person:

Now I see that there were lots of made up explanations about what happened to Hermione.

**Subject: Reading**

**Next Step:** To read aloud with an increased level of fluency, reading ahead in the text, rather than one word at a time.

**Exemplification**

When we talk in everyday life, the words flow. However, sometimes when we read, the words don't flow as well. We can improve on this by listening to other people read and hearing how the words flow.

When you're reading, you could:

- Read the same sentence out loud a few times until the words flow better.
- Write down any words that were slowing you down so you can practise reading them.
- Look for where the end of the phrase is (look for a comma, full stop or conjunction) and pause there.
- Read aloud to anyone who will listen to you (parent, sibling, pet, other family member on-line). The more you practise, the better you'll get!

**Subject: Reading**

**Next Step:** To answer written questions about a text in full sentences.

**Exemplification**

The question might be:

Where did the girl go?

Instead of writing 'the garden' you should write 'The girl went to the garden.'

**Subject: Reading**

**Next Step:** To read aloud with an increased volume and level of clarity.

**Exemplification**

When we're reading aloud, we should think of it like a performance. The person listening wants to hear the story or information that you're reading.

Read aloud to anyone who will listen to you (parent, sibling, other family member online). The more you practise, the better you'll get! Ask your listener for advice or feedback about how you can improve.

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**Next Step:** To read the questions and texts carefully when answering written questions about a text they have read, making sure they understand exactly what is being asked.

**Exemplification**

Using a highlighter or a pencil to mark the important words in the question will help.

For example, in this question:

**Why** did **Peter** go to the **park**?

The important word is why. You might also want to mark Peter and park. Then, look in the text for the words Peter and park because that might help you to find the answer.

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**Next Step:** To contribute more readily to group discussions in guided reading sessions.

**Exemplification**

Practise at home by asking and answering questions about a book that you have read or that someone has read to you. Remember, you've got great ideas that everyone else wants to hear and to learn from you!

**Subject: Reading****Next Step:** To notice punctuation and pause appropriately to make sense of what they are reading.**Exemplification**

Remember that when you read it has to make sense. If you don't pause at the right places, it won't make sense. Before you read a paragraph, look ahead and see where the punctuation is. Read a phrase at a time and stop when you get to a piece or punctuation or conjunction. When you read to other people, ask them to check that you're pausing at the right places. If you didn't stop for the full stop, read it again so that it makes sense.