

Areas of focus for reading

When listening to a child read, please choose just one or two areas from the following list to focus on:

Area	Meaning	Example questions/prompts
Word Reading	The decoding of words - either the recognition of words on sight, or using phonics (sounding out and blending) to work out unfamiliar words	Can you sound it out? (e.g. y-ear-s) May be useful to help children split longer words into more manageable 'chunks', then blend the chunks together (e.g. trac-tor, sun-flow-er) You can tell them 'tricky' words if they do not know them, but it would be good to go back to it/read the sentence again to see if they can remember it.
Clarify (Comprehension)	Checking that the text makes sense to them as they read it	Encourage children to re-read a sentence to check it makes sense. Or if they have made an error, ask them to explain what a sentence means and see if during this process they correct their sentence to make sure it makes sense. What is this book about? Think about the meaning of new words - sometimes children will find this possible to work out from the context, e.g. 'Dad was furious' - it may be possible to work out the meaning from the context of the story.
Monitor and Summarise (Comprehension)	Recalling main events in the correct sequence Understanding the significance of the title	Can you tell me about what happened? What happened next? Where did they go after ...? How did the story end?
Select and Retrieve (Comprehension)	To be able to identify major events in a story or key facts from an information text	Children may start by using picture clues to help them answer your questions, as they become more confident readers they may start to search the text and pick out key words or phrases They may find key facts from an information text.
Respond and Explain (Comprehension)	Ask questions and give opinions about the text/characters	Prompt children to start thinking about cause and effect in the story - e.g. character motivation Why do you think ... has done that? Prompt children to start thinking about layout features, e.g. bold, enlarged text.
Inference	Making predictions based on what has been read so far	How do you think ... will feel? What do you think ... will do? Why do you think ... feels ...? Prompt children to think about how a character is feeling or what they might be thinking.
Language for effect	Recognising the use of language features and beginning to identify words/phrases they like	Children can be prompted to predict familiar/repetitive phrases (e.g. "I'll huff and I'll puff...", "...Doesn't he know? There's no such thing as a gruffalo") Can you find the words that rhyme? Can you find the word that rhymes with ...?
Themes and conventions	Making links and comparisons between texts and genres	Why do you think the title of this book is ...? How do you know it is a fairy tale? Do you think ... is a good character? Compare one book to another: What is the same about ... and ...? How is the ending different to ...? Does this book remind you of any others you have read? Why?