

Reading Cue Card Year 1	Question Stems
<p>Book introduction</p> <p>Look at title, front cover (discuss author, illustrator), and blurb (back cover). <i>Briefly</i> draw out prior knowledge of text type etc. or predict storyline, nature of characters.</p>	<p>Victor Vocabulary</p> <ul style="list-style-type: none"> • Can you find a word/sentence that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Can you find a word in the text that means the same as...? • Find an adjective in the text <p>Sequencing Suki</p> <ul style="list-style-type: none"> • What happens in the beginning of the story? • How/where does the story start? • What happened at the end of the. ? • Can you retell the story in a few words? • What happened before that? <p>Rex Retriever</p> <ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? Why? • Tell me three facts you have learnt from the text (non-fiction) • Find the part where... <p>Predicting Pip</p> <ul style="list-style-type: none"> • Where do you think...will go next? • What do you think...will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might...say about that? <p>Inference Iggy</p> <ul style="list-style-type: none"> • What do you think...means? Why do you think that? • Why do you think...? • How do you think... ? • When do you think...? • Where do you think...? • How has the author made us think that?
<p>Strategy check</p> <p>What do we do when we find a word we don't know?</p> <ul style="list-style-type: none"> • Phonic cues (sounding out) • Word recognition (tricky and high frequency words) • Look inside front cover for practise words. 	
<p>Independent reading</p> <p>If not reading fluently-encourage child to reread sentences once decoded.</p>	
<p>Return and Respond to text</p> <p>Encourage child to retell what they have read (model as necessary). Ask questions related to the aims and question to check understanding. Encourage child to return to text to find and explain answers. Review good use of decoding strategies.</p>	
<p>Follow up work</p> <p>Record in the Reading Record: date, title, comment and your initials.</p>	
<p>Year 1 Reading Aims (National Curriculum)</p> <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPCs • read Year 1 common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read polysyllabic words containing taught GPCs • read contractions and understand that the apostrophe represents the omitted letter(s) • read aloud phonically-decodable texts • be encouraged to link what they read or hear read to their own experiences • discuss word meanings and link new meanings to words already know • check that the text makes sense to them as they read and correct inaccurate reading • discuss the significance of the title and events • make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far 	