

Reading Cue Card Year R	Question Stems
<p><b>Book introduction</b> Look at title, front cover (discuss author, illustrator), and blurb (back cover). <i>Briefly</i> draw out knowledge of text type etc. or predict storyline, nature of characters.</p>	<p><b>Victor Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Can you find a word/sentence that tells/shows you that...? (e.g. What time of day it is? How the character is feeling etc.)</li> <li>• Why do you think that the author used the word... to describe...?</li> <li>• Can you find a word in the text that means the same as...? (e.g. happy)</li> </ul>
<p><b>Strategy check</b> What do we do when we find a word we don't know?</p> <ul style="list-style-type: none"> <li>• Phonic cues (sounding out)</li> <li>• Word recognition (tricky and high frequency words)</li> <li>• Look inside front cover for practise words.</li> </ul>	<p><b>Sequencing Suki</b></p> <ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end?</li> <li>• Can you retell the story in a few words?</li> <li>• What happened before that?</li> </ul>
<p><b>Independent reading</b> If not reading fluently-encourage child to reread sentences once decoded.</p>	<p><b>Rex Retriever</b></p>
<p><b>Return and Respond to text</b> 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>	<ul style="list-style-type: none"> <li>• Who is/are the main character(s)?</li> <li>• When/ where does the story take place?</li> <li>• Which is your favourite/worst/ funniest/scariest part of the story? Why?</li> <li>• Tell me a fact you have learnt from the text (non-fiction)</li> <li>• Find the part where...</li> </ul>
<p><b>Follow up work</b> Record in the Reading Record: date, title, comment and your initials.</p>	<p><b>Predicting Pip</b></p> <ul style="list-style-type: none"> <li>• Where do you think....will go next?</li> <li>• What do you think...will say / do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end?</li> <li>• Who do you think has done it?</li> <li>• What might...say about that?</li> </ul>
<p><b>Reception Reading Aims (Development Matters)</b> 30 – 50 months</p> <ul style="list-style-type: none"> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>40 – 60 months</p> <ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Early Learning Goal +</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p><b>Inference Iggy</b></p> <ul style="list-style-type: none"> <li>• What do you think...means? Why do you think that?</li> <li>• Why do you think the character did that?</li> <li>• How do you think the character feels?</li> <li>• When do you think...?</li> <li>• Where do you think...?</li> <li>• How has the author made us think that?</li> <li>• Do you like how the story ended? Why? Think of another way it could end.</li> </ul>