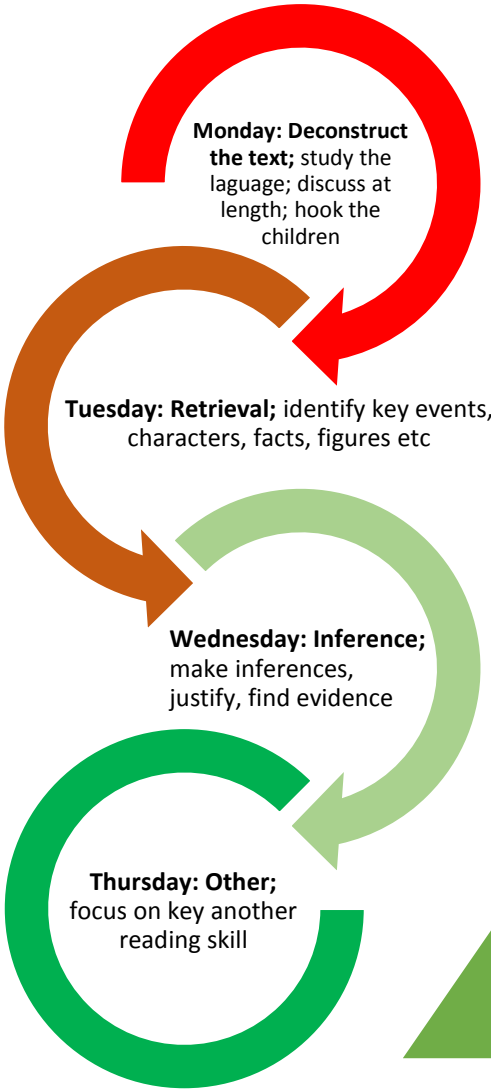
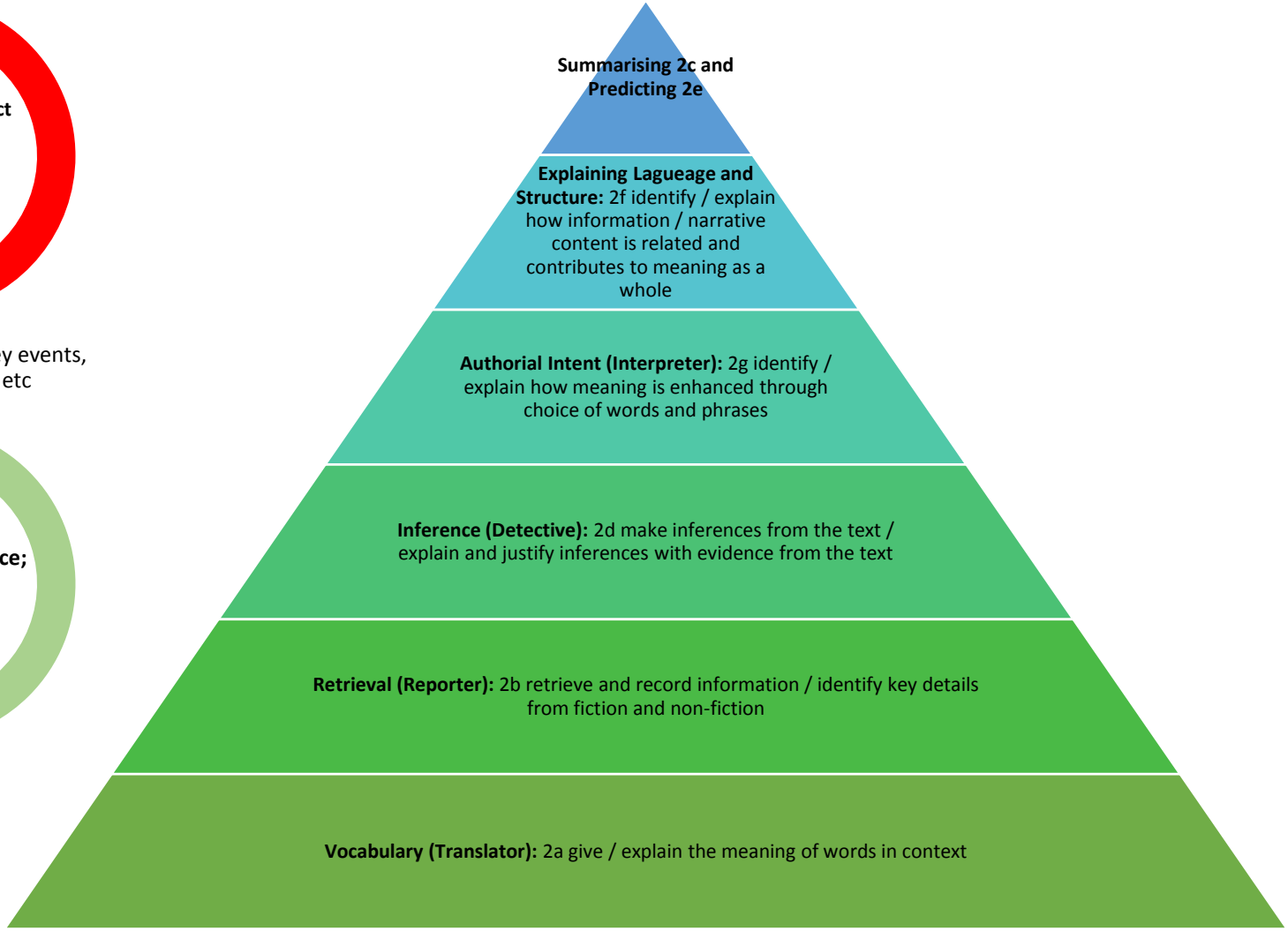
Curriculum Coverage 2018/19: Reading Sequence of Teaching





Reading Roles – Areas of Content Domain KS2

Translator
The translator knows and can explain what individual words in a text mean.

Focus: vocabulary

(2a) give/explain the meaning of words in context

Reporter
The reporter finds the main facts in a text and writes them down.

Focus: retrieving

(2b) retrieve and record information/identify key details from fiction and non-fiction

Editor
The editor finds only the most important information in a text.

Focus: summarising

(2c) summarise main ideas from more than one paragraph

Detective
The detective works things out (makes conclusions) based on clues in a text.

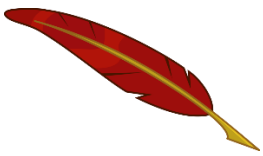
Focus: inferring

(2d) make inferences from the text/explain and justify inferences with evidence from the text

Weather Forecaster
The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.

Focus: predicting

(2e) predict what might happen from details stated and implied



Author
The author explains why language and structural choices are made.

Focus: explaining language and structure choices

(2f) identify/explain how information/narrative content is related and contributes to meaning as a whole

Interpreter
The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.

Focus: authorial intent

(2g) identify/explain how meaning is enhanced through choice of words and phrases

Librarian
The librarian thinks about all the information in the text and finds similarities and differences.

Focus: comparing

(2h) make comparisons within the text

Reading Roles – Areas of Content Domain KS1

Translator
The translator knows and can explain what individual words in a text mean.

Focus: vocabulary

(1a)
draw on knowledge of vocabulary to understand texts

Reporter
The reporter finds the main facts and features in a text and writes them down.

Focus: retrieving

(1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Editor
The editor finds only the most important information in a text.

Focus: summarising

(1c) summarise main ideas from more than one paragraph

Detective
The detective works things out (makes conclusions) based on clues in a text.

Focus: inferring

(1d) make inferences from the text

Weather Forecaster
The weather forecaster uses information from a text to say what will happen next.

Focus: predicting

(1e)
predict what might happen on the basis of what has been read so far

The Basics: Reading Domains

The reading domains, as outlined in the National Curriculum are:

	KS1 Reading Content domain reference		KS2 Reading Content domain reference
1a	draw on knowledge of vocabulary to understand texts	**2a**	give / explain the meaning of words in context
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	**2b**	retrieve and record information / identify key details from fiction and non-fiction
1c	identify and explain the sequence of events in texts	**2c**	summarise main ideas from more than one paragraph
1d	make inferences from the text	**2d**	make inferences from the text / explain and justify inferences with evidence from the text
1e	predict what might happen on the basis of what has been read so far	**2e**	predict what might happen from details stated and implied
		2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
		2g	identify / explain how meaning is enhanced through choice of words and phrases
		2h	make comparisons within the text

Each of the objectives outlined in the National Curriculum for reading can be categorised into one of these reading domains. For example, the reading curriculum for year 3 states that children must be able to *Identify the main ideas drawn from more than one paragraph and summarising these*. This objective clearly fits into reading domain 2c. Conversely the year five curriculum requires the children to *Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader*, which fits into reading domains 2a and 2g.

Whole Class Reading: How does it work?

- The simple answer is that it works the same as any other lesson; there is one learning objective for the whole class based around the same text.
- The activities are adapted for different abilities so that all children can access the learning objective and be challenged.
- Sometimes texts are part of a class book we're reading and other times they are a poem or non-fiction article that is related in some way to the class text being studied during writing lessons.
- Central to this approach is the need to expand pupils' vocabulary and deepen their understanding of the texts they are reading. This is done through explicit teaching of vocabulary before reading a text and re-reading sections looking closely at the elements which require further understanding, keeping in mind that children must learn to retrieve information (R), interpret meaning (I) and comment on the author's choice of vocabulary or style (C). Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory.

Ensuring Challenge: Text Selection

- The choice of texts is absolutely key.
- Previously, it was not uncommon for texts to be chosen because they linked perfectly with themes and topics. Unfortunately this can result in some texts simply not being challenging enough and therefore making the accompanying lesson superficial.
- Now when choosing a book for whole class reading sessions, use the National Curriculum word list for your year group as the basis for all selections. The Amazon "Look Inside" feature is a really useful tool for checking multiple texts quickly. Aim to choose a text that is challenging yet accessible for all and avoid something that pupils can easily read and understand without any teacher input.

RIC Lesson Starter

Since the update of the National Curriculum in 2014, there has been a significant shift

	Percentage of marks on 2017 Reading Paper	Percentage range in the 'KS2 English Reading Test Framework'
2a Give/explain the meaning of words in context	20%	10 – 20%
2b Retrieve and record information/ identify key details from fiction and non-fiction	28%	16 – 50%
2c Summarise main ideas from more than one paragraph	4%	2 – 12%
2d Make inferences from the text/explain and justify inferences with evidence from the text	44%	16 – 50%
2e Predict what might happen from details stated and implied	0%	0 – 6%
2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	2%	0 – 6%
2g Identify/explain how meaning is enhanced through choice of words and phrases	2%	0 – 6%
2h Make comparisons within the text	0%	0 – 6%

- In these activities, children use the reading skills of retrieval (R), interpretation (I) and commenting on the creator's choice (C) to understand a variety of media. The RICs are based on poems, song lyrics, film trailers, adverts, photos, cartoons and anything else which inspires us! The idea is that all children can access the Retrieve question and most can have a good go at the Interpret question. If time, children attempt the Choice question before we spend a few minutes going over the answers as a class, with pupils getting the chance to add to their answers with other people's ideas. This means children get the chance to access high-quality answers and write them down.

Possible stimuli for RIC starter activities:

- movie clip or trailer
- poem
- song
- paragraph or blurb from book
- photograph
- cartoon
- unusual object
- front cover of a book/dvd/cd
- TV clip or advertisement - poster and TV
- newspaper and magazine article
- image from book/newspaper/magazine
- short interview script.

The Questions

Retrieve - This question must be something that all children can access and answer. It should be something very clear because this question helps children to realise that a lot of reading questions are

obvious - they just have to retrieve it. It might be a number, a colour, something the children have to count, a fact or something they must spot or listen out for.

The RIC symbol for retrieve is a dog with a bone because the children simply have to find the answer and *bring it back.*

Examples: How many birds are in the video? What colour is Juliet's dress? How many ballet shoes are made each year? When does this film get released?

Interpret - This question should require children to use clues from actions or events. The answer should not be obvious in the media but should require some deduction and/or inference. Questions about feelings or reasons behind actions are quite common. With a sensible guess, children should be able to have a good attempt at this question.

The RIC symbol for interpret is a magnifying glass because just like Sherlock Holmes, the children have to use clues to find the answer.

Examples: Why did he go down that road? How is the rabbit feeling? How did they get out?

Choice - This is the hardest question to write - please be careful with this one. It is important to say that this question should always be about the creator's choice, not the choice of a character in the movie. Questions about a character's choice would be Interpret questions because children use clues from actions and events. Think about the creative elements which have been used to have an impact on the observer.

The question should encourage children to think about why the creator made that choice so they can transfer this skill to thinking about the author's choice in books.

The RIC symbol for choice is a child scratching their head as these questions are the most complex, with a number of possible answers.

Examples: Why did the director use this music? How has the composer made you feel scared? Why did the producers put the information in text instead of spoken word?

Examples of RIC Starter Activities

<table>
<tr><th colspan="4">RIC Starter Activity – Monday 4th September 2017</th></tr>
<tr><td>Retrieve</td><td> </td><td>How many children are there?</td><td rowspan="3"> </td></tr>
<tr><td>Inference</td><td> </td><td>How is the boy feeling?</td></tr>
<tr><td>Choice</td><td> </td><td>How has the photographer made the viewer feel sorry for the girl?</td></tr>
</table>

<table>
<tr><th colspan="4">RIC Starter Activity – Tuesday 5th September 2017</th></tr>
<tr><td>Retrieve</td><td> </td><td>Name two things that Mr Twit had lodged in his beard.</td><td rowspan="3">Mr Twit didn't even bother to open his mouth wide when he ate. As a result (and because he never washed) there were always hundreds of bits of old breakfasts and lunches and suppers sticking to the hairs around his face. They weren't big bits, mind you, because he used to wipe those off with the back of his hand or on his sleeve while he was eating. But if you looked closely (not that you'd ever want to) you would see tiny little specks of dried-up scrambled eggs stuck to the hairs, and spinach and tomato ketchup and fish fingers and minced chicken livers and all the other disgusting things Mr Twit liked to eat. If you looked closer still (hold your noses, ladies and gentlemen), if you peered deep into the moustachy bristles sticking out over his upper lip, you would probably see much larger objects that had escaped the wipe of his hand, things that had been there for months and months, like a piece of maggoty green cheese or a mouldy old cornflake or even the slimy tail of a tinned sardine.</td></tr>
<tr><td>Inference</td><td> </td><td>Mrs Twit is always accusing Mr Twit of being a lazy old man.

Do you agree with her? Why?</td></tr>
<tr><td>Choice</td><td> </td><td>Why does Roald Dhal put words in brackets? What impact do these words have on you as the reader?</td></tr>
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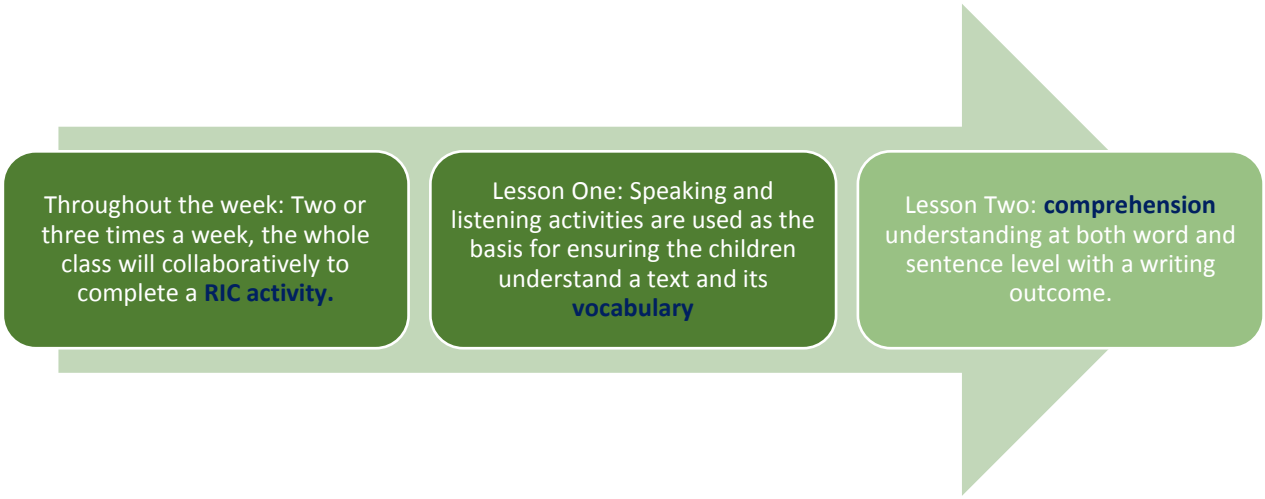
Whole Class Reading: Teaching Sequence for Year 1



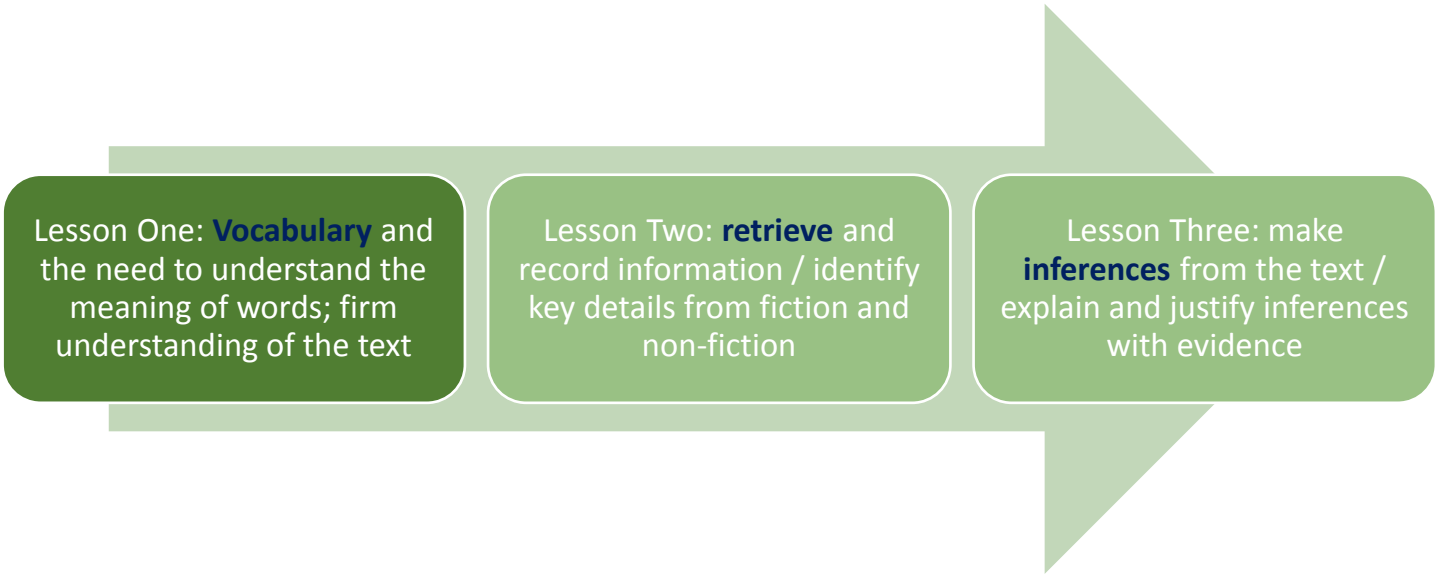
Lesson One: Vocabulary

0-10 minutes	**Teacher Reads**	Teachers read aloud the text with pupils following along in their copy or on the whiteboard. If possible, during the first reading of the text, this is done without stopping so children experience the text as a whole. Often, they spot the words mentioned in the vocabulary teaching earlier in the lesson. The text is then read for a second time, although this time at a slower pace and with the teacher stopping at planned intervals to discuss the language used by the author and its impact on the reader. This is also an opportunity for the teacher to clarify the meaning of any unknown words. Alternatively the teacher might choose to focus on a section of a story that will become the focus for the week.
10-20 minutes	**Vocabulary**	Before reading an extract from the text, teachers explicitly teach the vocabulary which pupils will encounter.
20-30 minutes	**Familiarisation**	The children become familiar with the text through drama and speaking and listening activities so that all children can then access the text and even read specific sections despite it being a challenging text for the children to read independently.

Lesson Two: Comprehension

0-5 minutes	**Recap**	Lesson two starts with a recap of the story. This can be done in a number of ways, with or without props and support. For example, the children might work in pairs to sequence two or more pictures from the story. Alternatively, children might be read shown a picture relating to a key point in the story and have to explain what happened at that stage in the text.
5-15 minutes	**Word and Sentence Level**	Using the book as the stimulus, the teacher focuses on an aspect of comprehension understanding at both word and sentence level. For example, *We're Going on a Bear Hunt* affords the teacher an opportunity to teach contractions and prepositions (word level work), as well as jumbled sentences and sequencing (sentence level work).
15-30 minutes	**Writing Outcome**	The word and sentence level activities will feed into the final writing activity. The children will invariably complete a task linked to reading domain 1b.

Whole Class Reading: Teaching Sequence for Years 2 and 3



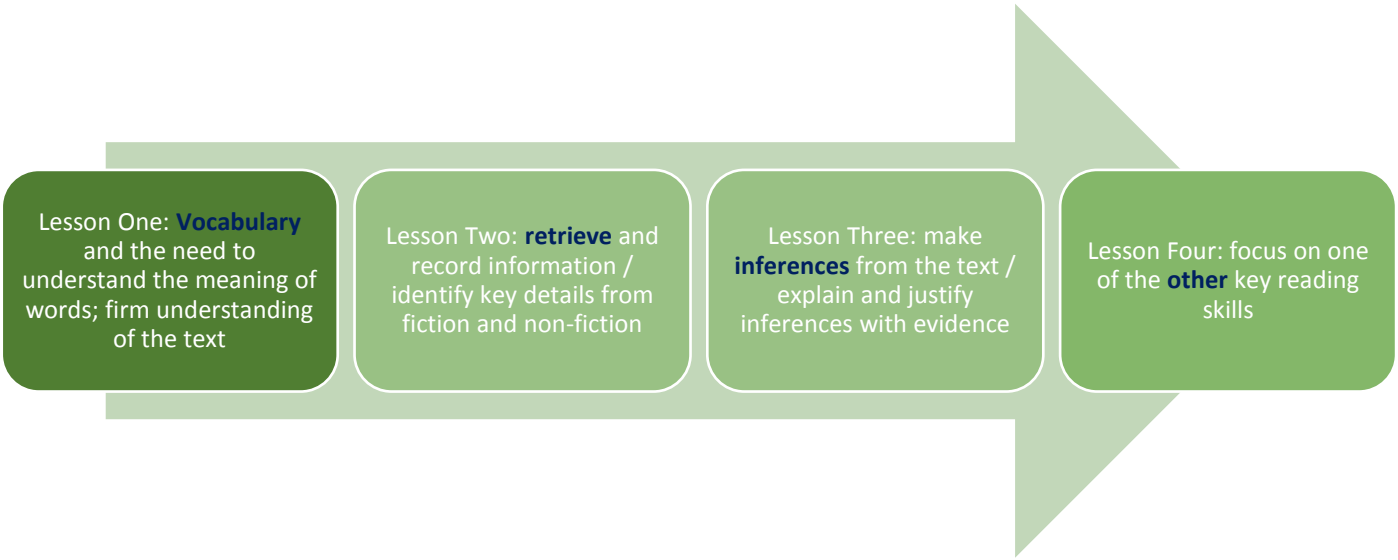
Lesson One: Vocabulary

0-10 minutes	**RIC Lesson Starter**	The reading lesson starts with a standardised warm-up activity which focuses on the three main reading domains: • Meaning of words • Retrieval of key information • Inference
10-30 minutes	**Vocabulary**	Before reading an extract from the text, teachers explicitly teach the vocabulary which pupils will encounter.
30-60 minutes	**Reading Stage One: Whole Text**	The text read by the teacher at a slow pace, often broken down into paragraphs or even shorter sections. The reading of each section follows the following sequence: 1. **Predict** – The children are asked to predict what they think will happen in the next paragraph/section and the reasons why they think this. If the paragraph/section in question is the first in the book, the children's predictions might be linked to clues from the cover, from the blurb, from other books by the same author or even books about a similar setting or character. The key to the predictions is plausibility. 2. **Clarify** - The teacher then reads an extract from the text, after which they clarify any vocabulary that may have caused debate or confusion. During such times, the teacher will refer back to lesson one or to clues in the extract that might help the children define a word. 3. **Question** - The children are given an opportunity to ask questions related to the extract read. These questions afford the teacher an opportunity to assess the understanding of the children. 4. **Summarise** – At the end of each paragraph/section, the children should orally summarise the key events. In total, this thirty minute period is long enough to complete this sequence four times, although plenty of practice will be required!

Lesson Two and Three – Retrieval and Inference

0-10 minutes	**RIC Lesson Starter**	The reading lesson starts with a standardised warm-up activity which focuses on the three main reading domains: • Meaning of words • Retrieval of key information • Inference
10-30 minutes	**Teacher Input Stage One: Introduce the Reading Domain**	At this point in the lesson the teacher will introduce the reading domain that will form the basis for the majority of the lesson. This will then be broken down further as the teacher explains the area of the National Curriculum that will be covered. *For example:* Reading Domain Focus: 2d - make inferences from the text / explain and justify inferences with evidence from the text National Curriculum Objective: Drawing inferences from the actions of Stig, explain his feelings, thoughts and motives, justifying your opinions with evidence from the text. The teacher will ***model*** how to do this using a different extract from the one to be studied by the class during the independent part of the lesson. After modelling the process that must be followed, the teacher will complete it for a second time, albeit with the support of the children. During this ***shared*** activity, the teacher is able to assess the strengths and struggles of the class. Finally, the teacher will repeat the activity for a third time, with the children leading the whole process ***independently***. By the end of the lesson, an example of how to use the skill completed by the children and teacher should be displayed on the working wall, ready for lesson four.
30-50 minutes	**Independent Application**	Children use the notes and answers made as a class during the previous lesson to independently complete the activity linked to the reading domain. The teacher will vary their support according to the needs of the children.
50-60 minutes	**Plenary**	The end of the final lesson is used as a time to summarise the key learning points/skills from the lesson and to recap the events covered in the text.

Whole Class Reading: Teaching Sequence for Years 4, 5 and 6



Lesson Sequence: Lesson One – Vocabulary

0-10 minutes	**RIC Lesson Starter**	Each reading lesson starts with a standardised warm-up activity which focuses on the three main reading domains: • Meaning of words • Retrieval of key information • Inference
10-30 minutes	**Vocabulary**	Before reading an extract from the text, teachers explicitly teach the vocabulary which pupils will encounter.
30-35 minutes	**Reading Stage One: Whole Text**	Teachers read aloud the text with pupils following along in their copy. The text is often a whole chapter (or two) of the chosen book. During the first reading of the text, this is done without stopping so children experience the text as a whole. Often, they spot the words mentioned in the vocabulary teaching earlier in the lesson.
35-50 minutes	**Reading Stage Two: Extracts**	The text is then read for a second time, although this time at a slower pace and with the teacher stopping at planned intervals to discuss the language used by the author and its impact on the reader. This is also an opportunity for the teacher to clarify the meaning of any unknown words. As well as discussing the key vocabulary and clarifying the meaning of unknown words, the teacher also gives the children the opportunity to ask any questions that may have arisen out of the extract just read. Finally, the children should be asked to orally summarise the section that they've just read. Repeat these steps for each extract read.
50-60 minutes	**Summarising**	Pupils write a summary of what they have heard in its entirety. This will be a personalised task. Some children have prompts to help, some summarise orally or reread the text with the teacher, some use bullet points, some use full sentences, some include quotations, some challenge themselves to summarise without looking in the book, some are given summary sentences and they must fill in the gaps.

Lesson Sequence: Lesson Two, Three and Four – Retrieval, Inference and Other

0-10 minutes	**RIC Lesson Starter**	Each reading lesson starts with a standardised warm-up activity which focuses on the three main reading domains: • Meaning of words • Retrieval of key information • Inference
10-15 minutes	**Vocabulary**	Briefly reinforce the meaning of the vocabulary studied at greater length during lesson one.
15-30 minutes	**Teacher Input Stage One: Introduce the Reading Domain**	At this point in the lesson the teacher will introduce the reading domain that will form the basis for the majority of the lesson. This will then be broken down further as the teacher explains the area of the National Curriculum that will be covered. *For example:* Reading Domain Focus: 2d - make inferences from the text / explain and justify inferences with evidence from the text National Curriculum Objective: Drawing inferences from the actions of Stig, explain his feelings, thoughts and motives, justifying your opinions with evidence from the text. The teacher will ***model*** how to do this using a different extract from the one to be studied by the class during the independent part of the lesson. After modelling the process that must be followed, the teacher will complete it for a second time, albeit with the support of the children. During this ***shared*** activity, the teacher is able to assess the strengths and struggles of the class. Finally, the teacher will repeat the activity for a third time, with the children leading the whole process ***independently***. By the end of the lesson, an example of how to use the skill completed by the children and teacher should be displayed on the working wall, ready for lesson four.
30-50 minutes	**Independent Application**	Children use the notes and answers made as a class during the previous lesson to independently complete the activity linked to the reading domain. The teacher will vary their support according to the needs of the children.
50-60 minutes	**Plenary**	The end of the final lesson is used as a time to summarise the key learning points/skills from the lesson and to recap the events covered in the text.

Reading Domains: Year Group Focus

	1a	1b	1c	1d	1e
	draw on knowledge of vocabulary to understand texts	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify and explain the sequence of events in texts	make inferences from the text	predict what might happen on the basis of what has been read so far
Year One					
Year Two					

	2a	2b	2c	2d	2e	2f	2g	2h
	give / explain the meaning of words in context	retrieve and record information / identify key details from fiction and non-fiction	summarise main ideas from more than one paragraph	make inferences from the text / explain and justify inferences with evidence from the text	predict what might happen from details stated and implied	identify / explain how information / narrative content is related and contributes to meaning as a whole	identify / explain how meaning is enhanced through choice of words and phrases	make comparisons within the text
Year Three								
Year Four								
Year Five								
Year Six								

Key Stage One: Reading Domain Question Stems

1a: Draw on knowledge of vocabulary to understand texts

- What does this… word/phrase/sentence… tell you about…character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like … to describe …. What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses …words/phrases…to describe … How does this make you feel?
- How has the writer made you and/or character feel …happy/sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel…?

1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index… help me find information in this book?
- Which part of the text should I use to find…?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about…?
- Can you explain why…?
- I wonder what the writer intended?
- I wonder why the writer decided to…?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

Key Stage Two: Reading Domain Question Stems

2a: Give/explain the meaning of words in context

- The writer uses words like … to describe …. What does this suggest about…(character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses …words/phrases…to describe … How does this make you feel?
- Which of these words…… is a synonym for (choose a word from the text)?
- Find and copy one word meaning……
- Give the meaning of the word…… in this sentence
- Circle the correct option to complete this sentence (provide
- synonyms/phrases with similar meanings to replace at the end of the sentence)
- What does this phrase mean? (idiomatic or figurative language)

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find…?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about … (character/setting/subject of the text)
- What was revealed at …. (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five… paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that…?

- Can you explain why…?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this… word/phrase/sentence… imply about…(character/setting/mood)?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a…question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that…(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this… word/phrase/sentence… tell you about…character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like … to describe …. What does this tell you about a character or setting?
- What other words/phrases could the author have used?

- The writer uses …words/phrases to describe … How does this make you feel?
- What do you think the writer meant by… 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel …happy /sad/angry/frustrated/lonely/bitter etc?
- What do these words mean and why do you think the author chose them?
- What impression do these words… give you about… (use a synonym for the previous words)?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to …?
- How is it different to …?
- Is it as good as …?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?