









APS Reading Strategy	Reading Content domain reference KS2:	Reading strands: Language Comprehension Word recognition	Examples of Skills Based Lis	Example questions
<p><b>Strategy 1: Making Connections</b></p>  <p>book to self book to world knowledge book to book</p>	<p><b>2h</b> make comparisons within the text <b>2b</b> retrieve and record information / identify key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> <li>• Text Knowledge (print concepts, genres, structure and organisation)</li> <li>• Background knowledge (facts concepts)</li> <li>• Sight recognition of familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• To generate initial associations</li> <li>• To identify the themes and conventions of a text</li> <li>• To activate prior knowledge about text (theme, genre, subject matter)</li> <li>• To appraise/ review a text</li> <li>• To compare and evaluate texts</li> <li>• To identify the purpose of a text</li> <li>• To identify the context of a text (social, moral, cultural and historical)</li> </ul>	<ul style="list-style-type: none"> <li>• What type of text is this?</li> <li>• Have you read texts like this before?</li> <li>• What is the purpose of the text?</li> <li>• How does the text compare/ contrast with others within the genre?</li> </ul>
<p><b>Strategy 2: Prediction</b></p> 	<p><b>2e</b> predict what might happen from details stated and implied</p>	<ul style="list-style-type: none"> <li>• Background knowledge (facts concepts)</li> <li>• Verbal reasoning (inference, metaphors, idioms)</li> </ul>	<ul style="list-style-type: none"> <li>• To identify key information in a text</li> <li>• To identify the causal links between events in a text</li> <li>• To form questions about a text</li> <li>• To use details in a text to form predictions/ speculations</li> <li>• To select appropriate evidence from a text to justify predictions</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think will happen next?</li> <li>• How do you think the story will end?</li> <li>• How could this one event alter the entire plot?</li> <li>• What would happen if...?</li> <li>• How might people react?</li> </ul>
<p><b>Strategy 3: Visualisation</b></p> 	<p><b>2b</b> retrieve and record information / identify key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> <li>• Sight recognition of familiar words.</li> <li>• Background knowledge (facts concepts)</li> <li>• Text Knowledge (print concepts, genres, structure and organisation)</li> </ul>	<ul style="list-style-type: none"> <li>• To visualise a setting/ character</li> <li>• To apply prior concept knowledge to visualise</li> <li>• To retell a story using images</li> <li>• To discuss words and phrases that capture the imagination</li> <li>• To explore figurative language and the effect it has on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Using the evidence from the text, which of these images do you think best depicts the setting? Why?</li> <li>• Which physical attributes do the characters have in common?</li> <li>• What senses do you think the author used when describing the...?</li> </ul>
<p><b>Strategy 4: Identify important words and phrases</b></p> 	<p><b>2g</b> identify / explain how meaning is enhanced through choice of words and phrases</p>	<ul style="list-style-type: none"> <li>-Language structure (semantics, syntax)</li> <li>-Phonological awareness (phonemes, syllables etc)</li> <li>-Decoding (alphabetic principle, spelling-sound correspondence)</li> </ul>	<ul style="list-style-type: none"> <li>• To identify key words from a text</li> <li>• To explore how the writer uses language as a cohesive device</li> <li>• To define vocabulary using context information</li> <li>• To explore how the author uses figurative language</li> <li>• To activate concept knowledge to comprehend historical/ cultural language.</li> <li>• To evaluate how vocabulary, contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find the word in the text that is a synonym/ antonym for...?</li> <li>• What word in paragraph... tells us that the character is...?</li> <li>• The author uses the phrase '...' in the first paragraph. Which of these words are closest in meaning?</li> <li>• How do synonyms with various 'shades of meaning' affect meaning?</li> </ul>

<p><b>Strategy 5: Notice a breakdown</b></p> 	<p><b>2b</b> retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>2a</b> give / explain the meaning of words in context</p>	<p>-Sight recognition of familiar words.          -Background knowledge (facts concepts)          -Text Knowledge (print concepts, genres, structure and organisation)          -Decoding (alphabetic principle, spelling-sound correspondence)          -Sight recognition of familiar words.          -Verbal reasoning (inference, metaphors, idioms)          -Vocabulary (breadth, precision links)          -Language structure (semantics, syntax)</p>	<ul style="list-style-type: none"> <li>To identify when a text doesn't make sense</li> <li>To recognise inconsistencies within a text</li> <li>To evaluate the impact of the inconsistency on the purpose for reading?</li> <li>To form questions about a text?</li> </ul>	<ul style="list-style-type: none"> <li>Is there information that doesn't agree with what I already know?</li> <li>Are there any ideas that don't fit together (because of contradictions, ambiguous referents, misleading topic shifts)?</li> <li>Is there any information missing or not clearly explained?</li> </ul>
<p><b>Strategy 6: Repair the breakdown</b></p> 			<ul style="list-style-type: none"> <li>To use working memory to interpret textual inconsistencies</li> <li>To select a suitable strategy when inconsistency occurs</li> <li>To reconstruct information in a concept map</li> <li>To use structure and organisation to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>Could you look back through/ read forward in the text to aid clarification?</li> <li>What questions could you ask to identify the gap?</li> <li>Could you suspend judgement?</li> <li>Do you need to understand that word or phrase right now (is it imperative to the task)?</li> </ul>
<p><b>Strategy 7: Inference</b></p>  <p>(see attached appendix for types of inference)</p>	<p><b>2d</b> make inferences from the text / explain and justify inferences with evidence from the text</p>	<ul style="list-style-type: none"> <li>Background knowledge (facts concepts)</li> <li>Verbal reasoning (inference, metaphors, idioms)</li> <li>Phonological awareness (phonemes, syllables etc)</li> </ul>	<ul style="list-style-type: none"> <li>To use text clues to identify characters' feelings/ motives</li> <li>To use background knowledge and text evidence to interpret events/ actions (social, moral, cultural)</li> <li>To use working memory and text clues comprehend implied meaning</li> <li>To justify the actions of a character, using evidence from the text</li> <li>To use cohesive devices to form inferences (intersentence)</li> <li>To isolate textual details that are relevant to an inference</li> </ul>	<ul style="list-style-type: none"> <li>Why did the character perform action A or has goal G? (<i>looking for plausible superordinate motives</i>)</li> <li>What idea combined with fact A (from text) accounts for result B (in text)?</li> <li>What information do we already know about the concept? How could this help us?</li> </ul>
<p><b>Strategy 8: Put it all together</b></p> 	<p><b>2c</b> summarise main ideas from more than one paragraph</p> <p><b>2f</b> identify / explain how information / narrative content is related and contributes to meaning as a whole</p>	<p>-Language structure (semantics, syntax)          -Text Knowledge (print concepts, genres, structure and organisation)          -Sight recognition of familiar words.</p>	<ul style="list-style-type: none"> <li>To summarise information from a text</li> <li>To synthesise information from more than one text</li> <li>To select and combine information from various sources</li> </ul>	<ul style="list-style-type: none"> <li>Put the following events in order</li> <li>How do the events link together?</li> <li>What language does the author use to signify the causal link?</li> </ul>

**Appendix**

Type of Inference	Example	Explanation
<b>Coherence or intersentence or text-connecting</b>	<i>Peter begged his mother to let him go to the party.</i>	Maintains textual integrity. The reader would have to realise that the pronouns 'his' and 'him' refer to Peter to fully understand this sentence.
<b>Elaborative or gap-filling or knowledge-based</b>	<i>Katy dropped the vase. She ran for the dustpan and brush to sweep up the pieces.</i>	Enriches the mental representation of the text. Drawing upon life experience and general knowledge, the reader would have to realise that the vase broke to supply the connection between these sentences.
<b>Local</b> -Includes: 1. coherence inferences 2. case structure role assignments 3. antecedent causal inferences	1. As above 2. <i>Dan stood his bike against the tree.</i> 3. <i>He rushed off, leaving his bike unchained.</i>	1. Creates a coherent representation at the local level of sentences and paragraphs. 2. The reader would realise that the tree is assigned to a location role. 3. The reader would infer that Dan was in a hurry and left his bicycle vulnerable to theft.
<b>Global</b>	Inferences about the <i>theme, main point</i> or <i>moral</i> of a text.	To create a coherent representation of the whole text, the reader would infer over-arching ideas by drawing on local pieces of information.
<b>On-line</b>	<i>Superordinate goals</i> of characters or <i>causal antecedents</i> that explain why something is mentioned in the text.	These inferences are necessary to understanding and are drawn automatically during reading.
<b>Off-line</b>	Forecasting future episodes in a text.	Inferences drawn strategically after reading, usually during a later retrieval task. Not essential to understanding.