

## **AF 2 Literal retrieval**

To boost performance in AF 2:

**Understand, describe, select or retrieve info, events or ideas from texts and use quotation and reference to the text.**

- Encourage children to **describe, retell** and **locate**.
- Model the above, making references to, and quoting from the text.
- Ask recall and simple comprehension questions during Shared and Guided Reading.

## **AF 3 Deduce, infer or interpret information, events or ideas**

To boost performance in AF 3:

**Deduce, infer or interpret info, events or ideas from texts.**

- Encourage children to compare, contrast and infer.
- Model the above by making reference to, and quoting from the text.
- Ask analytical and synthesis questions
- Plan activities to develop children's cognitive and interpretative strategies.

## **AF 4 Identify and comment on structure and organisation**

To boost performance in AF4:

**Identify and comment on structure and organisation of texts.**

- Make very explicit links between reading and writing – especially the ways in which texts are organised.
- Model the language needed to comment upon authors' use of structure, organisation, grammar and presentation.
- Use genre checklists to highlight the layout features and language features of different texts.
- Ask analytical questions and questions requiring synthesis. During shared and guided reading sessions focus on aspects of structure and organisation, e.g. paragraphs labels, navigational features such as sub-headings, titles, etc.
- Use structural organisers, e.g. story maps, charts, etc.

## **AF 5 writers' use of language**

To boost performance in AF5:

**Explain and comment on writer's use of language, including grammatical and presentational features at text level.**

- Model and encourage the use of author intent prompts, e.g. *'it makes me imagine ...'*
- Ask analytical questions.
- Plan activities to encourage children's semantic strategies.
- Use reading journals to collect and comment upon imagery.

## **AF 6 writers' purposes and viewpoints and the effect on the reader**

To boost performance in AF6:

**Identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.**

- Include **Purpose** of text type on genre checklist.
- Ask application, analytical, synthesis and evaluation questions, encourage children to elaborate on their responses, following the teacher's example.
- Model and encourage the use of author intent prompts.

## **AF 7 social, cultural and historical contexts and literary traditions**

To boost performance in AF7:

**Relate texts to their social, cultural and historical contexts and literary traditions.**

- Ask questions that require children to call upon their knowledge of traditional stories to link ideas between texts.
- Encourage children to link popular culture and stereotypes to characters and themes in their reading.
- Use knowledge of history and outdated beliefs and attitudes to comment upon texts.
- Ask questions to encourage children to apply their knowledge and understanding of social dynamics to situations in their texts.

## **What does..... mean?**

*What does 'smartly' mean?*

## **Can.... have more than one meaning?**

*Can 'light' have more than one meaning?*

## **What happened at ..... ?**

*What happened at the beginning?*

## **What did the ..... do?**

*What did the bear do?*

## **Which word told you that .....?**

*Which word told you that this is not the first comic strip about Souperkid?*

## **Where did ..... go?**

*Where did Peter Rabbit go?*

## **Describe .....**

*Describe the Giant. Describe the house they found.*

## **Which paragraph tells you ....?**

*Which paragraph tells you they were out of the bear's reach?*

## **Where are .....**

*Where are the main places you can see superheroes now?*

## **Why do .....**

*Look at page 10. Why do people like superhero adventures?*

## **How did ..... ?**

*How did Lyddie know the others had reached safety?*

## **What words tell us.....?**

*What words tell us the writer of this letter is a child?*

## **Why did .....?**

*Why did Lyddie have her back to the family?*

## **What does the word..... imply about.....?**

*What does the word 'plush' imply about the owner of the house?*

## **What ideas are we given about...?**

*What ideas are we given about fox hunting in this article?*

## **What does ..... think?**

*What does the author think about the Roman army?*

## **How did ..... react?**

*How did Charles react to the danger?*

## **How was ..... different after.....?**

*How was the atmosphere in the home different before and after this moment?*

## **Why is ..... important?**

*Why is the ladder important in the story?*

## **What is the purpose of .....?**

*What is the purpose of the pictures on pages 6 and 7?*

## **How does the layout help ....?**

*How does the layout help the reader?*

## **Why is ..... in .....?**

*Why is this paragraph in bold print / italics?*

## **Why are ..... used?**

*Why are the subheadings on page 9 used?*

## **Why has ..... ?**

*Why has the information been presented in this way?*

## **Why is it easier to read .....?**

*Why is it easier to pick out key points of information from the fact boxes?*

## **Why did the author choose to .....?**

*Why did the author choose to change paragraphs after this sentence?*

## **Why does the author use ....?**

*Why does the author use a different font for the postcard?*

## **Explain why ..... is used.**

*Explain why two different spellings of Superkid are used?*

## **Why does the writer compare .. to ..?**

*Why does the writer compare Hadrian's Wall to a molehill?*

## **What does ..... tell you about .....?**

*What does "a great armour-plated centipede" tell you about the wall?*

## **Why did the author use .....?**

*Why did the author use this simile?*

## **How does ... help you to understand?**

*How does the comparison help you to understand the behaviour of the character?*

## **Why are .... used?**

*Why are mis-spellings used in this advertisement?*

## **How has the choice of words created a feeling of .....?**

*How has the choice of words created a feeling of panic?*

## **What do phrases such as ... tell you?**

*What do phrases such as "it is probably true to say..." tell you?*

## **Why did the author choose the verbs ... and ...?**

*Why did the author choose the verbs "creeping" and "tickling"?*

## **Was this text trying to ...?**

*Was this text trying to persuade you to watch the film?*

**Does the author like ....? How do you know?**

*Does the author like spiders? How do you know?*

**How were the purposes of the texts different?**

*Look at page 10. Why do people like superhero adventures?*

**What can you tell about the viewpoint of the author?**

*Look at page 10. Why do people like superhero adventures?*

**Look at the descriptions of 3 people. Who is most likely to buy this book?**

**What kind of magazine would you expect to find an article like this?**

**Why were ... included?**

*Why were quotations from Joe Millar and Carole Parker included in this article?*

## **Which text do you think is more/most effective?**

*Both of these texts try to make you care about whales. Which is more effective?*

## **Which text is .....?**

*Which text is giving the writer's own impression?*

## **In what ways is . . . like . . . ?**

*In what ways is Superkid like a superhero?*

## **Which features could ..... have?**

*Which three of the eight superhero features on Page 9 could an ordinary person have?*

## **Give two pieces of evidence that...?**

*Give two pieces of evidence that this is a modern story?*

## **How did you know....?**

*The story began "Once upon a time". How did you know there was likely to be a happy ending?*

## **What is it about .... that tells you ...?**

*What is it about the language choice that tells you it was written a long time ago?*

## **Why does ..... ask .... to .... ?**

*Why does Mother ask Clara to look after Maxi?*

## **Could ..... be described as .....?**

*Could Kevin be described as a "loner"?*

## **What else might make .... sad / angry?**

*What else might make the teacher angry?*

## **What other reason could there be for ....?**

*What other reason could there be for the town being quiet on Sundays? Where are the children?*