

PLC Reference	Probing Question
<b>1. The Child as a Reader</b>	
1a. Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Can you tell me what happened in this story? How would I know if a story is a myth/legend/traditional story? Do you know any stories that are similar/ different to....? Do you recognise this character/setting?
1b. Can read for enjoyment and chooses to read (can absorb themselves in a book/text)	Tell me about a book you enjoyed reading? Where/when is your favourite place/time to read? How does reading make you feel?
1c. Can recognise some different forms of poetry (for example, free verse, narrative poetry)	What do you notice about these poems? Do you know any that are similar or follow a similar pattern? How does this poem tell the story of....?
1d. Can read books that are structured in different ways and comment on their structures	What do you notice about how this is organised? Have you seen anything similar or different? Why do you think it is organised like this? Did they tell us this first for a reason? How does this feature help us to understand this text? What if it was organised differently?
1e. Can read for a range of purposes	Why are you reading today? What are you using this book for? What does reading help you to do? Where could we find out...? Have you ever read a good...?
<b>2. Word Reading and Decoding</b>	
2a. Can decode unknown words rapidly and without undue hesitation	Can you sound out this word? Do you recognise any parts of this word? How does this help you work out what the whole thing says?
2b. Can recognise, read and identify the full range of vowel digraphs and graphemes	Could this grapheme make any other phonemes? Which phoneme is it supposed to make in this word? How do you know? How do you know that this is a vowel phoneme?
2c. Can recognise, read and identify the full range of consonant graphemes	As above but for consonant graphemes.
2d. Can break words into syllables	What is a syllable? How many syllables does this word have? How do you know? Do you recognise any of these syllables from other words that you know?
2e. Can read 200 words at expected level in 20 minutes	

2f. Can recognise and read a range of prefixes and use these to construct the meanings of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti...	What is the root word? Do you understand what it means by itself? What if we add this/these prefixes to it? How does this change the meaning of the root word? Does it change the spelling pattern of the word? How? What does the prefix mean when it is not attached to another word?
2g. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ...tion, ...ive, ...ic	As above for suffixes.
2h. Can recognise an increasing range of punctuation (. CL ! ? " " , ' ) and use this to add expression and understanding to the text, including the apostrophe for omission	Why is x (punctuation) used here? How does this help you to read the text? Does it help to give the text greater meaning? How would the passage change if it had an x instead? Is this the best kind of punctuation in this sentence? How would it affect the meaning of the text if it wasn't there?
2i. Can use the context of the sentence to help read unfamiliar words	What does the rest of the sentence say? Could you suggest a word that might make sense in this sentence? Do you recognise any graphemes in this word? Which parts of this word are similar to other words you know? Could you experiment with these 2/3 words to find out which might make the most sense?

### 3. Comprehension (retrieval)

3a. Shows understanding of main points <b>with reference to the text</b> R (who, what, where, when, how, why answers)	Can you summarise what you have just read? What was the key event or point? Who/what was this passage about? Where did this passage take place? Which part of the text/word/phrase tells you that? Why is this important for the reader to know?
3b. Can read closely to obtain specific information e.g. what type of clothes someone was wearing	Can you find....? Show me where.... Which specific word/phrase tells you that...?
3c. Can identify, select and highlight key words in a sentence to answer recall questions	Which words are the most important to read and understand in this sentence? Why? How do they help you to answer....?
3d. Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters	You have x (amount of time). Can you find me the names of characters/setting of this paragraph/names of related animals etc? How will you check sections of a text without reading the whole thing? What would help you to recognise...? Are there any clues to help you find specific types of words?

3e. Is beginning to skim e.g. to search for adjectives which describe a character	
3f. Can recognise and talk about the main differences between fiction and nonRfiction texts	What would you use a fiction/nonRfiction text for? How might they be presented similarly/differently? Are there any features of either that might help you to understand the text?
3g. Can identify the key features of different text types	What type of text is this? How do you know? Are there any similarities between this and other text types? How do you tell the difference? Which of these features are essential for this text type?
3h. Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...	What is the subject of this paragraph? What is the function of this paragraph? Would it affect the meaning of the whole text if it was removed?
3i. Can understand and talk about the features of page layout in nonRfiction texts e.g. titles, subheadings, labels, diagrams and charts	What purpose does x feature serve in this text? How would it affect the meaning of the text if it didn't have this feature? How does this help us to understand the overall text? Is this a suitable feature for this text type? How do you know?

#### 4. Comprehension (Making Inferences)

4a. Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)	What do you think might happen next? Why do you think that? What clues are there in the text? Does the text say this explicitly or just suggest it? Have you read any books with a similar theme/author? Can you describe any common patterns between these? Which scenario is the most likely? Why?
4b. Can discuss the actions of the main characters and justify views <b>using evidence from the text</b>	Why did this character behave in this way? Is this what you have inferred or does the text suggest a reason? Can you show me where? What led up to them taking this action? How does the language chosen explain the action clearly to the reader?
4c. Can summarise the main points from a passage or a text	Explain the passage you have just read in your own words. What are the key messages from this passage? Why are these the most important points?
4d. Can make inferences about characters' actions in a story <b>based upon evidence from the text</b>	What does this language/sentence structure suggest about the characters? What alternatives might this suggest? Which is the most likely? Why? What other clues can you find to support your ideas? What do you think these characters might do next? Why do you think this? What have you read so far that helps you to form this opinion?
4e. Can identify and discuss characters, speculating how they might behave and giving reasons <b>linked to the text</b>	

4f. Can empathise with a character's motives and behaviour	Have you ever behaved in this way? What led you to do so? Why do you think they felt this way? Is this response unexpected? What would you do/how would you feel in this situation?
4g. Can identify the language used to create mood	What atmosphere is the author trying to create here? Which language have they used to help them do so? Why have they chosen these specific words? How would the meaning of the passage change if they had chosen different words?

### 5. Comprehension (Language in context and authors choice of language)

5a: Can discuss word meanings, linking new meanings to those they already know.	Are there any words in the text that you don't understand? Can you explain the meaning of ... word? Can you think of another word that means the same as...? Think of another sentence you could use that word in...
5b. Can recognise adjectives and adverbs/simple adverbial phrases and similes	Can you find the adjectives/similes/adverbs in this text? Why has the author used them? Where has the adverbial phrase been used in the sentence? Why do you think the author chose these words? What other words would have worked in this context? Would different adjectives/adverbs/similes affect the meaning of the text?
5c: Can identify how vocabulary choices effect meaning	What effect does this word have on the meaning of the text? Would it have the same effect if we used a different word? Why? Could the author have used any different words?
5d: Can comment on the author's choice of language to create mood and build suspension	Why has the author chosen the words... to describe the character/setting? How do the words the author has chosen make us want to keep reading? Which words that the author has used tell us about the mood of the characters/situation in the story?
5e: Can collect words from their reading to use in their own writing	Which words from this passage could you use in your own writing? When might you use these words in your writing? Can you magpie some good vocabulary to use in your story?
5f: Can explain how simple and complex sentences influence meaning	Why has the author used short sentences in this paragraph? Why? Why has the author added more detail into this sentence by using a conjunction/adverbial phrase? Why did they need to give us additional information in this sentence?

### 6. Comprehension (Responding to text)

6a: Is beginning to identify the author's main purpose for writing.	Why do you think the author wrote this text? What message is the author trying to tell us by writing in this way? What do you think the author's opinion of ... is? Why? What has the author written that tells us what he thinks of ...character?
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6b: Is beginning to identify main ideas drawn from more than one paragraph	Can you tell me in your own words what happened on this page? If you had to choose three (or number of teachers choice depending on length of text) key pieces of information to share from this page/passage what would they be? Explain in as few words as possible what you have just read. What are the main ideas from this page/passage/text?
6c: Can explain how they think the author wants the reader to respond	How do you think the author wants you to feel about...? Why do you think this? What reaction do you think the author is trying to get from the reader? Why?
6d: Can explain what the writer might be thinking	What do you think the writer was thinking when they wrote this? Why do you think this? What do you think the writer thinks about what ...did? What do you think the writer thinks about...issue?
6e: Is beginning to identify and comment on different points of view in the text	What was ...thinking when he did that? What do you think ...thought of ...when he did that? Whose side are you on? Why? Whose side is the writer on? How can you tell?
6f: Can simply evaluate texts with reference to text type	Are these good instructions? Why? Does this text persuade you to...? How? If you had written this, would you have included any other information? Why? Would you recommend this book? Explain why you think this book is/is not worth reading.

<b>7. Comprehension (Themes and Conventions)</b>	
7a: Can make simple connections between books by the same author	How is this book/story similar to one that you have read before by...? Do books by ...have similar good/bad characters/story structures? Do books by...have similar themes? Do stories by...always have a happy ending?
7b: Can recognise some features of the text that relate to its historical settings or its social or cultural background	Is this story set in this country? How do we know this? What clues does the story give us about the characters and where they are from? Is this written about now or is it set in the past? What clues are there in the text/illustrations that tell us this?

<b>8. Oracy and Reading</b>	
8a: Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books	
8b: Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	
8c: Can ask questions to improve their understanding of a text	
8d: Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
8e: Can read dialogue with appropriate expression	What sort of voice do you think ... said that in? What clues in the text tell us this? Can you explain why you read ... in that way? How did the punctuation guide you?