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?