There are three general focus skills – **decoding, fluency and comprehension.**

Skill focus			Type of child
Decoding – using knowledge of letter-sound relationships to pronounce written words.			Children who are still learning to 'sound out words'. These will mostly be EYFS and KS1 children; however, please be mindful that there will be some children in KS2 who need to continue on this skill, particularly those with SEN who have difficulties with phonetic knowledge.
Fluency – the ability to read with speed, accuracy, and proper expression.			Children who can read words but the tone, speed and expression is lacking and therefore reading sounds choppy and awkward. This is more likely to be children in KS2 who have the decoding skills but need more practice with fluency.
Comprehension	**KS1 Reading Gems**	**KS2 Reading Gems**	Children who can read words and have good fluency will benefit from further work on comprehension which builds on the learning done in whole class reading lessons. Pick a comprehension focus to advance comprehension skills.
	Define	Define	
	Retrieve	Retrieve	
	Sequence	Summarise	
	Infer	Infer	
	Predict	Predict	
		Relate	
		Explore	
		Compare	

Below are some ways to teach each of the different skills during a one-to-one reading session.

Decoding	Fluency	Comprehension
1. Introduce book to child and tell them how much of the book they will read during this session.	1. Introduce book to child and tell them how much of the book they will read during this session.	1. Introduce book to child and tell them how much of the book they will read during this session.
2. Look inside front cover (if using a Bug Club/decodable book) and point out the sounds evident in this book/ high frequency words.	2. Share the learning intention with the child (to increase speed/different voices for the different characters/noticing punctuation etc).	2. Share the learning intention with the child (focus this on one part of the comprehension (Reading Gems).
3. Locate and share any words that the child may struggle with.	3. Look at any tricky words that the child may struggle with.	3. Look at any tricky words that the child may struggle with.
4. Child to begin reading. Use a mixture of adult reading and child reading (adult to model sounding out word then whole sentence reading).	4. Demonstrate to child how they will show expression/intonation (this could be spotting out the punctuation, looking for the speech etc). Adult to model how to do this.	4. Child to begin reading. Use a mixture of adult reading and child reading (adult to read to the child to aid the comprehension).
5. Finish with a discussion about what you have read together.	5. Child to begin reading. Use a mixture of adult reading and child reading (adult to model using expression/changing voice etc)	5. Stop the child at different points and use questioning to check understanding. Have conversations related to the skill focus – inference, summarising etc. using the question stems below.
6. Write comment relating to skill focus in child's reading record.	6. Finish with a discussion about what you have read together and congratulate child.	6. Finish with a discussion about what you have read together and congratulate child.
	7. Write comment relating to skill focus in child's reading record.	7. Write comment relating to skill focus in child's reading record.

Question stems for Year 4

Year 4	Key Reading Skills	Suggested question stems

Define	• Use dictionaries to check the meaning of words that they have read. • Use a thesaurus to find synonyms. • Discuss new and unusual vocabulary and clarify the meaning of these. • Find the meaning of new words using the context of the sentence.	• Explain two things that the words ___, ____ suggest. • Find and copy a word/two words/a group of words/a sentence that shows/tells you _____. • In this sentence _____ is closest in meaning to _____? • The author uses _____. _____ has two different definitions, use each definition to write a sentence. • The author uses _____. Why do you think they chose this word? • The author uses _____. • Which word best describes _____? • Find and copy one word that suggests that _____. • What does this word/phrase/sentence tell you about _____? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • The writer uses words like _____ to describe _____. What does this tell you _____? • What other words/phrases could the author have used? • The writer uses _____to describe _____. How does this make you feel? • Can you find an example of a word that means _____? • Which of the following words is closest in meaning to…? • Find and copy a group of words that means the same as (enter phrase/idiom rather than word).

Retrieve	• Confidently skim and scan texts to record details. • Use relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• What…? Which…? How…? Where…? When…? Why…? Who…? • Identify how _____. • Give two reasons why _____. • True/False • Fact/Opinion • Circle the option to complete the sentence. • When did _____ take place? • From whose point of view is the story told? • Which part of the story best describes _____? Explain why. • Which words and /or phrases _____? • What evidence do you have to justify your opinion? • Find the paragraph where _____. • How do you know that…had not…? Give two ways. • What is one…? • According to…
Summarise	• Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Identify main ideas drawn from more than one paragraph. • Identify themes from a wide range of books. • Summarise whole paragraphs, chapters or texts. • Highlight key information and record it in bullet points, diagrams, maps etc.	• Which of these events happened first? • Which of these events happened last? • What happened after? • What happened before? • What's the main point in this paragraph? • Can you sum up what happens in _____? • Which is the most important point in these paragraphs? • What part of the story do you think is the most important? Explain why you think this.
Infer	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions). • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text. • Use more than one piece of evidence to justify their answer.	• Explain how _____? • Explain why _____? • Why did _____? • Why is _____? • How does _____? • Why do you think _____? Explain using the text. • How do you know _____? Explain using the text. • When do you think_____? Explain using the text. • How can you tell that _____? Explain using the text. • True/False • What makes you think that? • Which words give you the impression that _____? • How do you feel about _____? Why?

		• Can you explain why_____? • Which word tells you that _____? • How can you tell that…was…? • Give one piece of evidence that shows… • What impressions do you get of…at this point in the extract? Use evidence from the text to support your answer.
Predict	• Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on.	• What do you think will happen next? • What do you think would happen if _____? • Based on what you have read, what does the last paragraph suggest might happen next? • Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why? • Why did the author choose this setting? Will that influence how the story develops? • How is _____ like someone you know? Do you think they will react in the same way? • What might happen next? Why? • Choose one character from the book and predict how you think they will behave/react? • What if…?
Relate	• Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. • Link cause and effect in narratives and recounts. • Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how they support the reader in gaining information efficiently. • Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. • Pupils will be able to explore narrative order (introduction, build up, crisis, resolution, and conclusion).	• Explain why _____. • Why is _____ important in the story? • Does this story have a moral or a message? Explain how you know using the text. • Why do you think the author chose to use _____ to present the information? How does the _____ encourage you to read on/find information? • Where does it tell you that _____? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • Who do you think this information is for? • What has the author done to make you want to read on? Explain your answer using the text.
Explore	• Discuss why words have been chosen and the effect these have on the reader. • Explain how words can capture the interest of the reader. • understand how writers use figurative and expressive language to create images and atmosphere. • Discuss the meaning of similes and other comparisons they have read.	• What does _____ tell you about _____? • What words help the reader to _____? • What impact does the phrase _____ have on the reader? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • The writer uses words like _____to describe _____. What does this tell you about _____?

		• What other words/phrases could the author have used? • What technique has the writer used? • How are these words effective? • What do you think the writer meant by '_____'? • When the author uses this sort of sentence, what is the impact? • Why did the author _____? • Why has the author used this word/phrase/sentence? • How does the author create this mood/atmosphere? • What is the effect of _____?
Compare	• Collect information to compare and contrast events, characters or ideas. • Compare and contrast books and poems on similar themes.	• How does the characters mood change throughout the text? • Compare and contrast different characters, reactions, settings, themes within the text. • How is it similar to _____? • How is it different to _____? • Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. • Give one way… is/are similar to… • Give one way…is/are different from…