Charlie and the Chocolate Factory Y3	l	I	I				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	9 uosson 6	Lesson 7
Reading Skills Covered in this Pack:							
2a Give/explain the meaning of words in context.					1		
2b Retrieve and record information/identify key details from fiction and non-fiction.							
2c Summarise main ideas from more than one paragraph.			1				
2d Make inferences from the text/explain and justify inferences with evidence from the text.				1			
2e Predict what might happen from details stated and implied.	1						
2f Identify/explain how information/narrative content is related and contributes to meaning as a whole.							1
2g Identify/explain how meaning is enhanced through choice of words and phrases.		1					
2h Make comparisons within the text.						1	

KS2 Guided Reading Record

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context.	Retrieve and record information/identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text/explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.

Group:		Notes	Skill achieved ✓
Date:	Text:		
Reading Skill:	Focus:		
Date:	Text:		
Reading Skill:	Focus:		
Date:	Text:		
Reading Skill:	Focus:		

KS2 Reading Skills

Name:												
Reading Skills		I		l					I			
Pupils should be taught to:												
2a . Give/explain the meaning of words in context.												
2b . Retrieve and record information/identify key details from fiction and non-fiction.												
2c . Summarise main ideas from more than one paragraph.												
2d . Make inferences from the text/explain and justify inferences with evidence from the text.												
2e . Predict what might happen from details stated and implied.												
2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole												
2g . Identify/explain how meaning is enhanced through choice of words and phrases.												
2h. Make comparisons within the text.												

2a Give/explain the meaning of words in context

- 1. What does this word tell us about the character/setting/atmosphere?
- 2. Look at a sentence/passage and circle a word/phrase that means the same as...
- 3. Read this sentence...and circle a word that means the same as...
- 4. Which words/phrase in this text give us the impression that the main character is...?
- 5. Which words/phrase in this text give us the impression that the setting is...?
- 6. Which words/phrase in this text give us the impression that the atmosphere is...?
- 7. The author uses words like...to describe...What impression does this give us of the character/setting/atmosphere?
- 8. The author describes the main character/setting/atmosphere as... Think of another word that could be used instead.
- 9. The author describes the main character/setting/atmosphere as... What impression does this give us about...?
- 10. Why did the author use the word ... to describe ...?
- 11. How does the author make the reader feel...in this part of the text?
- 12. How has the choice of words created the feeling of ...?
- 13. What do phrases such as ... tell you about...?
- 14. Why did the author choose the words ... and ... to describe...?

1. Where is the story set?	13. Find evidence to justify your opinion.
2. Put the events of the story in the order in which they have happened?	14. What did thedo when?
3. What is the name of the main character?	15. Where didgo?
4. How does the main character look/behave/speak?	16. What does this section tell you about?
5. When is the story set?	17. Find a word or phrase which tells us how the character is feeling.
6. What are the names of the characters in the book?	18. Where would you look for information about?
7. Where would you find a section about?	19. What happened at?
8. Can have more than one meaning?	20. Describe
9. What does the word mean?	21. Using the information that you have, could you plan a day at the museum/zoo/ gallery?
10. Which word told you that?	22. Which paragraph tells us?
11. What does the phrasemean?	23. Which section tells us?
12. Which phrase told you that?	

2c Summarise main ideas from more than one paragraph

- 1. What is the main argument in this paragraph?
- 2. What is the main message in this paragraph? Can you describe what has happened in this chapter?
- 3. Describe how to ride a bike/cross the road/complete the experiment.
- 4. Using less than 20 words, describe/write a blurb for this book.
- 5. Highlight only ten words from this page. Close the book. Using the ten words you picked out, turn these into a paragraph about this book.
- 6. Organise the sentences into the order that you have read them.
- 7. Make a table/graph/chart/drawing that demonstrates the information in this book.
- 8. Which is the most important message in this book?
- 9. Can you describe what happened in 3 sentences?

2d Make inferences from the text/explain and justify inferences with evidence from the text

1. What doesthink?	11. What ideas are we given about?
2. How did react?	12. What impression do we get about?
3. What makes you think that? Give evidence for your opinions.	13. What do you think will happen to the main character now? Can you give reasons for your opinion?
4. Which words/phrases give you that impression?	14. What makes you think this?
5. Why do you think the author chose to? Give reasons for your answer.	15. Why isimportant?
6. Explain why the author chose to?	16. What words tell us?
7. How was different after?	17. What does the wordimply about?
8. How did?	18. Which character would you most like to meet? Explain why.
9. Why did?	19. Why did the character behave like this?
10. Explain why the author chose this word to describe	

2e Predict what might happen from details stated and implied

- 1. Using the front cover, can you make a list of details about what you see?
- 2. Find another book/story with the same topic/themes. Is the content similar? What should this book contain? Check the contents/recap on the story to see if this happens.
- 3. Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?
- 4. Based on what you know about the character/event what do you think the story will develop next?
- 5. Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?
- 6. Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?
- 7. Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.
- 8. Why did the author choose this setting? How does this affect what happens in the story?
- 9. How is the character like someone that you know? How would she he/react to this situation? How does that affect how you think this character might respond?
- 10. The character is in a tricky situation. What will the character do next? What would you do? Why?

2f Identify/explain how information/narrative content is related and contributes to meaning as a whole

1. Explain why the character has done this.	13. When might someone choose to use this book?
2. Look at the section entitled Why has this been included in this text?	14. In what ways islike?
3. Look at the front cover of this book. What sections would you expect to find in this book?	15. Why was this moment important for the rest of the story?
4. Explain how the character's behaviour/appearance has changed over the book.	16. What is the author trying to say by writing this story?
Why/how has this happened?	17. Why did the author write this book?
5. Does the author like the main character? How do you know?	18. How has the author organised the text? Why?
6. What is the purpose of?	19. How does the organisation of this text help us to better understand the
7. How does the layout help?	information?
8. Why isin?	20. In what ways do diagrams, photographs or illustrations help us to enjoy/ understand the text?
9. Why areused?	21. Who has the author written this text for?
10. What clues do we have that the main character is?	22. Do the events happen in time (chronological) order? Why is this?
11. Compare one character to the other. How are they different or similar?	23. Why did the author choose to?
12. Why is it easier to read?	24. Why does the author use?

2g Identify/explain how meaning is enhanced through choice of words and phrases

- 1. What does the word ...tell us about the character/setting/atmosphere?
- 2. Find examples from the text that describeas being...
- 3. What does the word...tell us about the character/setting/atmosphere?
- 4. Look for a phrase that implies that the character is...
- 5. Look for a phrase that implies that the setting is...
- 6. Look for a phrase that implies that the atmosphere is...
- 7. The author uses the word ... to describe... What impression does this give us?
- 8. How does the author show that the character/setting/atmosphere is...?
- 9. The author uses the word...to describe... Think of a synonym/antonym for this word.
- 10. Look for an example of a simile in the text. How does this add meaning?

- 11. Look for an example of a metaphor in the text. How does this add meaning?
- 12. Look for an example of personification in the text. How does this add meaning?
- 13. How have the headings/chapter names been chosen for this book?
- 14. Explain why the word... is used to describe...
- 15. Why does the writer compare... to...?
- 16. What does the word/phrase... tell you about ...?
- 17. How does the word/phrase...help us to describe...?
- 18. How has the choice of words created a feeling of...?
- 19. What does a phrase like ... tell us about ...?
- 20. Why did the author choose the verbs/adjectives... to describe...?

2h Make comparisons within the text

- 1. Describe how the character reacts to this problem. How is this different/similar to his/her previous reactions?
- 2. Compare how two characters are reacting to this problem. Who deals best with the situation?
- 3. How has the character changed during the text?
- 4. Which is the most important section in this book? Justify your choice.
- 5. How did people in the past understand this topic, compared to how we understand it today? Why have these views changed?
- 6. Compare one setting to another in the book. Why are the two settings significant to the story?
- 7. Why have the sections of the book been organised in this way? Reorganise the sections differently. Which do you prefer?
- 8. What can you tell about the viewpoint/opinion of the author in this situation/on this topic?

]							Ins	structi	ons: If	using t	his docu	ument	as an e	ectroni	ic reco 'e' = b	ord, ente plue (ex	ring '1' ceeding	will turr expect	n the ce ations)'	ill greei 'delete	n (targe this tex	et met), d when	'2' = or printing	ange (w 1 out!	orking t	owards)	and '3' :	= red (ta	arget not	met) ar	d										
Year 3 Reading	name	name	name Name	hame	name	name	name	name	name Nama	name name	name	name	name	name	name	name	name	name	name	name	name	hame	name	name name	name	name	name	name	name name	name	name	name	name 	name name	hame	name	name	name name	e %	exceeding xpectations	% target met	% working towards
Word Reading	T																																									
Pupils should be taught to:																																										
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet																																									0%	0%
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.																																									0%	0%
Comprehension																																										
Pupils should be taught to:																																										
develop positive attitudes to reading and understanding of what they read by:																																										
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																																									0%	0%
reading books that are structured in different ways and reading for a range of purposes																																									0%	0%
using dictionaries to check the meaning of words that they have read																																									0%	0%
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally																																									0%	0%
identifying themes and conventions in a wide range of books																																									0%	0%
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action																																									0%	0%
discussing words and phrases that capture the reader's interest and imagination																																									0%	0%
recognising some different forms of poetry [for example, free verse, narrative poetry]																																									0%	0%
understand what they read by:																																										
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context																																									0%	0%
asking questions to improve their understanding of a text																																									0%	0%
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence																																									0%	0%
predicting what might happen from details stated and implied																																									0%	0%
identifying main ideas drawn from more than one paragraph and summarising these																																									0%	0%
identifying how language, structure, and presentation contribute to meaning									Τ																Τ									Τ							0%	0%
retrieve and record information from non-fiction																																									0%	0%
participate in discussion about both books that are read to them and those they can									Τ																Τ									Τ							0%	0%
read for themselves, taking turns and listening to what others say.																																								0%	0%	0%
% exceeding expectations	0%	0%	0%	0% 0	% 0%	0%	0%	0%	0%	0% 0	0% 0	0% 05	% 04	% 0%	% 0%	5 0%	6 0%	0%	0%	0%	0%	0%	0%	0% 0	0% 0%	6 0%	0%	0%	0%	0% 0%	% 0%	0%	0%	0%	0% 0	% 0%	0%	0% 0	0%			
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