

# Big Reading

## Trump cards



# Big Reading: Trump Cards

At ..... Primary School we teach reading through 'Big' Reading. There are five key skills for reading that your child is learning about and applying to their reading.

These five key skills are:

- **Read** – decoding using systematic synthetic phonics and learning tricky words by sight
- **R** – Retrieve information from the text
- **E** – Explore texts in detail
- **A** – Analyse the structure and layout of texts
- **D** – Deduce and infer using clues found in reading and wider experiences

This leaflet explains these five key skills and the 'Reading SPIES' characters your child will get to know very well at school, to support their understanding and application of the reading skills.

As well as the skills, there are also sample questions that we expect children to answer to show their growing understanding and progress in reading. Inside your child's reading log will be their next step reading targets and the reading skill(s) they are currently focusing on. Please use a selection of these questions, linked to the reading skill(s), when reading with your child.

This could be when you hear your child read, when you read together or when you read aloud to them. Please note down any particular successful responses or discussions in your child's reading log so we can work together on the reading learning journey for your child.

# Rex Retriever



Reading SPIES rating



Did you know...?

When Rex isn't retrieving information with the READING SPIES team, he like nothing better than being tickled on the tummy, whilst being fed special 'retriever treats'.

## Vital Reading SPIES Statistics and Skills

Retrieving information from different texts.

Chasing after questions to find the answers.

Retelling events from the text. | Summarising what has been read.

Identifying 'Very Important Points' (V.I.P.s) | Skimming text to get the main idea.

Scanning texts to find exact information.

## Some Questions 'Rex' likes to Retrieve:

- Where/when does the story take place?
- What did he/she/it look like? Who was ...?
- Can you name the ...?
- Who was the character that...? Where did ... live?
- Show me where in the text you found...?
- Who are the characters in the book?
- Read/write down the part that tells the reader about...
- What is happening at this point/in this part of the story/play?
- What happened after...?
- Find one/two things that the main character did in this part of the story/play.
- How many ...?
- Describe what happened at ...?
- Who spoke to ...? Who did ... speak to when ...?
- True or False.

# Expi Explorer



Reading SPIES rating



Did you know...?

Having drained all his energies exploring texts, Expi enjoys relaxing at the end of a super-hero typed day by having a long hot soak in the tub! Whilst lying in an aroma-filled, candle-lit haven, he can't help but think of the 'WOW' words he has explored during the day.

## Vital Reading SPIES Statistics and Skills

Exploring texts in LOTS of detail. | Discovering the different ways authors write for different effects.

Exploring 'POWER Features'! | Collecting 'WOW' words – he LOVE them!

Finding as many new 'WOW' words as he can – the more the merrier!

Exploring sentences to find out how the author has writ-ten them in a deliberate way for a certain effect.

Helping you to explore and ask lots of questions about WHY authors have written in certain ways.

Deciding on the author's viewpoint in texts they have written.

## Some Questions Expi likes to Explore:

- How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/excited/disappointed/ etc.?
- What does/do this/these words tell you about .....? (character/setting etc.)?
- Which part of the story best describes the setting/characters/action? Which words and /or phrases do this?
- Find and copy some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried etc.
- Why is ... a good title for this story/book/chapter/play?
- In which country do you think this story takes place? Why?
- Does the setting remind you of a setting you know from an-other story/poem?
- Many stories have messages. What do you think this story is trying to tell us?
- How did the story make you feel? Why did it make you feel like this?
- Why do you think the author chose this particular setting for this poem/story/play?
- How has the author started this in an interesting way? How does this make the reader want to read on?

# Ansa Analyser



## Reading SPIES rating



## Did you know...?

Ansa is SO organised that if you look inside her sock drawer, you will see socks organised by colour and length! Each pair of socks has its own labelled space inside the drawer!

## Vital Reading SPIES Statistics and Skills

Being incredibly organised – she like every-thing to be in the correct place.

Labelling the key features of texts – she loves headings, sub-headings, paragraphs ...

Playing jigsaws with texts. Nothing pleases her more than putting texts back together!

Playing 'Spot the Difference' with different types of text.

Analysing the structure and organisation of lots of different text types – she loves fiction, non-fiction, poetry, plays ... You name it – she'll analyse it!

## Some Questions Ansa likes to Answer:

- How has the author organised the writing?
- Why does the author begin a new paragraph here?
- How does the author link these paragraphs together?
- How does the author link this chapter to the next/previous one?
- How do headings help you when you scan a text?
- What do headings describe?
- If you wanted to find out about ... how could you do it?
- If you can't find information in the Contents page, where else could you look?
- Why are particular words/sections within a text in bold/italics/larger print?
- Why have bullet points/numbers been used in this text?
- How does this text layout help the reader?
- Why has this text been highlighted?
- How does (a diagram/picture/caption) help you to understand the information on this/these pages?
- What is the purpose of the list/diagram/caption/sub-headings in this text?
- Why has some of the information been presented in a table?
- What would be a good heading for this section? Why?
- What are the main ideas in this paragraph and how are they related?

# Dood Detective



Reading SPIES rating



Did you know...?

In his spare time, Dood enjoys going to the cinema – the trouble is, he works out the ending from using the clues and has to chew on toffees to stop telling the rest of the audience!

## Vital Reading SPIES Statistics and Skills

Finding clues. | Looking at evidence and thinking about what it suggests.  
Making connections between different pieces information to solve mysteries.  
'Reading between the lines' to add more detail to the meanings of texts.  
Predicting what is going to happen next from clues in the story.  
Using evidence and additional information (from witnesses and other sources) to make inferences to unravel reading riddles.

## Some Questions Dood likes to Detect:

- How did ... feel? | Why did ... feel/think...?
- Agree/disagree with an opinion. Can you justify it, referring back to the text?
- How do we know ...? | What do you think is happening here?
- Have you ever had a similar experience? How did you feel?
- Who do you know who is like ...?
- What do you think will happen because of ...?
- If this was you, how would your friends react? | If you were in ...'s shoes, how would you react now?
- Through whose eyes is the story told? How do you know?
- What do you think might happen next? What makes you think that?
- What do we know about this character ...? (Caitlyn stomped to school, not wanting to hold her mother's hand.)
- What could this tell us about the character?
- What was ... thinking as they ...? How do you know? | Could this have happened in ...? How do you know?
- If ... happened, what might the ending have been?
- Can you explain what must have happened when ...?
- What were the motives behind...? How do you know?
- What assumptions have you made and why?



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