GRIFFITHSTOWN PRIMARY SCHOOL

Title	**LLC Policy**
Date	**October 2026**
Author	**Rebecca Thomas**

UNCRC Article 28 – The right to an education
UNCRC Article 29 – The right to an education which develops my personality, respect for others rights and the environment

Inspire Challenge Achieve

GRIFFITHSTOWN PRIMARY SCHOOL

Language Literacy and Communication Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of literacy. At Griffithstown Primary School, we believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness. Literacy is about the development of fluent readers, confident writers and effective speakers and listeners. We believe it is the right of every child to become a competent and confident user of the English language.

Aims

Our aims in teaching Languages, Literacy and Communication are that all children:

1. Communicate clearly, confidently and effectively in both English and Welsh, adapting language, vocabulary and presentation to suit a range of audiences, purposes and contexts.
2. Listen actively and respectfully to others, responding thoughtfully and engaging effectively in collaborative and independent learning experiences.
3. Develop confidence and competence in Welsh oracy, using Welsh progressively and purposefully across the curriculum and in everyday school life.
4. Reflect on, evaluate and improve their own communication skills and those of others.
5. Develop secure phonological awareness, phonics, decoding, fluency and comprehension skills to become confident, successful readers.
6. Read widely for pleasure and purpose, engaging with a broad range of genres, authors, cultures and multimodal texts in both English and Welsh.
7. Develop a rich vocabulary and increasingly sophisticated comprehension skills, including retrieval, inference, prediction, explanation, summarising and critical thinking.
8. Demonstrate effective research, inquiry and critical literacy skills when accessing, interpreting and evaluating information from a variety of sources.
9. Enjoy writing and recognise its value as an essential tool for communication, creativity, learning and self-expression.
10. Write confidently, independently and accurately in a range of forms for different purposes and audiences.
11. Apply spelling, grammar, punctuation and language conventions accurately and effectively to enhance meaning.
12. Present written work appropriately and take pride in the quality and presentation of their work.
13. Use digital technologies safely, responsibly and creatively to communicate, collaborate and create a range of multimodal texts.

LLC Policy 2026 - 2027

Wider school aims/ethos

The policy is underpinned by the school's vision, aims and values.

Consultation

This policy has been created by R Thomas, in consultation with the Head teacher and staff.

Principles for the Teaching and Learning of Languages, Literacy and Communication

The development of effective language, literacy and communication skills depends upon a carefully planned curriculum that provides rich, authentic and meaningful learning experiences across all Areas of Learning and Experience. Through the Curriculum for Wales, learners are given regular opportunities to develop their speaking and listening, reading and writing skills in a range of real-life and cross-curricular contexts.

From entry to the school, all children are immersed in language-rich environments where communication, reading and writing are valued and celebrated. We strive to ensure that classrooms are engaging, purposeful and well-resourced so that learners can continually develop and apply their literacy skills independently and collaboratively.

Our curriculum is planned and delivered in accordance with the Curriculum for Wales and the Languages, Literacy and Communication Area of Learning and Experience. We aim to develop confident communicators who can express themselves effectively in both spoken and written language, think critically, engage with a wide range of texts and communicate for a variety of purposes and audiences.
All learners are encouraged to develop a love of reading through high-quality texts, structured reading provision and opportunities to read for pleasure. Learners are supported to develop the skills of decoding, fluency, comprehension, vocabulary acquisition and critical thinking as they progress through the school.

We are committed to ensuring that every learner can access and succeed within the curriculum. Learners with Additional Learning Needs (ALN), those learning English as an additional language, and those learning Welsh are appropriately supported and challenged. Learners' home languages and cultural backgrounds are valued and celebrated as assets to their learning. Learners requiring additional challenge are provided with opportunities to deepen their understanding, extend their skills and fulfil their potential.

Throughout their time at our school, all learners are inspired, supported and challenged to become ambitious, capable learners, enterprising and creative contributors, ethical and informed citizens, and healthy, confident individuals.

Bilingualism

The Welsh language is an integral part of our school ethos, culture and curriculum. We are committed to developing learners who are confident in their use of Welsh and who recognise the value of being bilingual in modern Wales.

Through daily opportunities to speak, listen, read and write in Welsh, learners progressively develop their Welsh language skills and confidence. We promote positive attitudes towards the Welsh language and culture, encouraging learners to use Welsh purposefully in formal and informal contexts across school life.
Our learning experiences reflect the rich cultural heritage, history and diversity of Wales. Through literature, storytelling, poetry, discussion and enquiry, learners explore local, national and global issues from Welsh perspectives as well as wider international contexts. Learners are encouraged to respond creatively and critically through a range of oral, written and digital forms.

The school's learning environment actively promotes and celebrates the Welsh language, ensuring that Welsh is visible, valued and used throughout daily school life. Events and activities that celebrate Welsh culture, heritage and identity provide meaningful opportunities for learners to further develop their literacy, communication and oracy skills whilst strengthening their understanding of Wales and their place within it.

In addition to Welsh and English, we promote an awareness and appreciation of modern foreign languages. Through immersive language days and enrichment opportunities, learners experience and explore a range of different languages and cultures. Where appropriate, we make connections between Welsh and other languages, helping learners to recognise similarities in vocabulary, patterns and structures. Elements of modern foreign languages may also be incorporated into daily routines and classroom activities, supporting curiosity, language awareness and confidence in multilingual communication.

Literacy

Reading, Phonics, Spelling and Grammar

At Griffithstown Primary School, we are committed to developing enthusiastic, confident and capable readers. Reading is taught through a combination of whole-class, guided group and independent reading opportunities, enabling learners to access a broad and engaging range of texts for pleasure and purpose.

In N-Y2, the teaching of early reading is underpinned by the Little Wandle Letters and Sounds Revised programme. Learners are taught through a systematic and progressive phonics curriculum which develops phonological awareness, decoding skills, fluency and reading confidence. Additional support and intervention are provided for learners who require further consolidation of phonics knowledge and reading skills.

Across the school, learners are provided with regular opportunities to develop and apply their reading comprehension skills through high-quality texts and structured reading activities. Guided Group Reading sessions support learners in discussing, analysing and responding to texts whilst progressively developing the skills of Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising

(VIPERS). These skills are taught explicitly and applied across the curriculum to enable learners to become thoughtful, critical and independent readers.

The school promotes a culture of reading for pleasure through access to a range of high-quality fiction, non-fiction and multimodal texts. Learners are encouraged to read regularly both at school and at home and are supported in developing positive attitudes towards reading throughout their primary education.

Reading menus are used across the school to provide learners with opportunities to practise and apply reading skills independently. These activities support the development of comprehension, vocabulary and critical thinking skills and complement guided reading activities.

Spelling

Spelling is taught progressively across the school and is closely linked to learners' developing understanding of phonics, morphology and language patterns. In N-Y2, spelling development is intrinsically linked to the Little Wandle phonics programme.

From Y3 onwards, learners build upon their phonic knowledge through the explicit teaching of spelling conventions, rules and patterns. The school utilises EdShed (Spelling Shed) to support the teaching, practice and assessment of spelling. Learners are provided with regular opportunities to learn, apply and revisit spelling patterns and common exception words within meaningful contexts.

Spelling menus are used to encourage learners to practise and consolidate spelling skills independently. These activities provide opportunities for learners to apply taught spelling patterns and rules in a variety of engaging and purposeful ways, both in school and at home.

Assessment information is used to identify strengths and areas for development so that appropriate support, intervention and challenge can be provided for all learners.

Grammar and Punctuation

The teaching of grammar and punctuation forms an integral part of the literacy curriculum. Learners are explicitly taught grammatical concepts, sentence structure and punctuation appropriate to their stage of development and are provided with regular opportunities to apply these skills independently across a range of reading and writing activities.

Grammar and punctuation are taught both discretely and within meaningful writing contexts to support learners in becoming increasingly accurate, effective and confident communicators.

Writing and Oracy

Learners are provided with regular opportunities to develop their speaking, listening and writing skills for a wide range of purposes, audiences and contexts across the

curriculum. These experiences encourage creativity, expression, communication and critical thinking whilst developing the knowledge and skills required for effective communication.

Writing at Griffithstown Primary School is planned through meaningful and authentic contexts. Learners write for a range of real audiences and purposes, developing increasing control over language choices, structure and presentation. Opportunities are provided for learners to engage with Welsh culture, cynefin and diverse voices, while developing the ability to entertain, inform, explain and influence across all Areas of Learning and Experience.

From Year 2 to Year 6, learners will complete a minimum of **three writing genres per term**, ensuring breadth, balance and progression in their writing experiences. Learners are supported to analyse model texts, develop relevant vocabulary, understand key features of different genres and apply their learning through independent writing tasks (see appendix I).

In line with the school's commitment to developing confident communicators, learners are also provided with regular opportunities to develop and apply their oracy skills. From Year 2 to Year 6, pupils will complete **at least one oracy presentation each term**, either individually or collaboratively, enabling them to develop confidence, fluency, audience awareness, presentation skills and the ability to articulate ideas effectively in both formal and informal contexts.

Teachers plan purposeful, engaging and authentic opportunities for learners to communicate their ideas through spoken, written and digital forms. Progress is supported through effective feedback, self-reflection and opportunities for editing, improving and evaluating their work.

Little Wandle Expectations in N-Y2

At Griffithstown Primary School, the teaching of early reading and phonics in N-Y2 is underpinned by the **Little Wandle Letters and Sounds Revised** programme. We are committed to delivering the programme with fidelity to ensure consistency, progression and the best possible outcomes for all learners. Through high-quality daily phonics teaching, targeted intervention and carefully matched reading opportunities, pupils develop the skills necessary to become fluent, confident and successful readers. The following expectations outline the provision in place across each year group to support pupils' phonics, reading and early writing development.

Nursery

- Daily phonics activities following the Little Wandle Nursery programme.
- Regular rhyme time sessions.
- Opportunities for children to tune into and discriminate between different sounds.
- Purposeful writing opportunities where appropriate and developmentally appropriate for the children.

Reception

- Daily phonics lessons delivered in line with the Little Wandle scheme.
- Purposeful writing opportunities where appropriate and stage appropriate, across provision and adult-led activities.
- Daily keep-up interventions where needed.

Year 1

- Daily phonics sessions delivered as outlined in the Little Wandle scheme.
- Opportunities for purposeful writing within topic books where appropriate.
- Expectations regarding the amount of writing are confirmed (TBC).
- Daily keep-up interventions where needed.

Year 2

- Daily phonics sessions following the Little Wandle Year 1 programme (just for this year).
- Purposeful writing opportunities within both topic and literacy books.
- Expectations regarding the amount of writing are confirmed (TBC).
- Daily keep-up interventions where needed (just for this year).

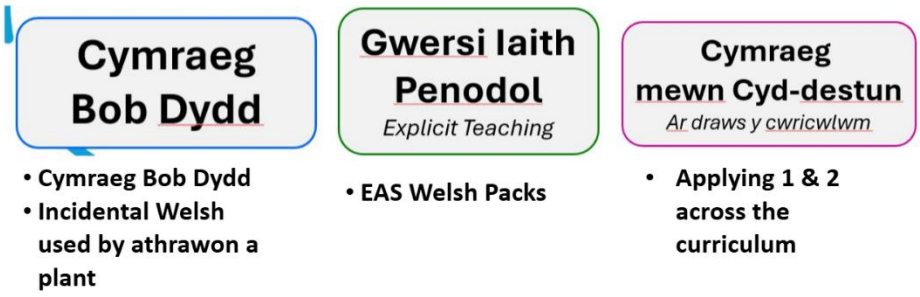
Years 3-6

- Any pupils identified as requiring additional phonics support participate in Little Wandle Rapid Catch-up interventions.
- Interventions are delivered with fidelity to the Little Wandle Rapid Catch-up programme and follow assessment guidance to ensure pupils are working at the correct stage.
- Progress is monitored regularly, with pupils moving on through the programme as appropriate.

Dysgu Cymraeg

At Griffithstown Primary School, the development of Welsh oracy is at the heart of our Dysgu Cymraeg provision and underpins all aspects of Welsh language learning. We believe that learners first develop confidence, fluency and enjoyment in speaking and understanding Welsh before progressing to more extended reading and writing activities. All classes participate in daily ‘Cymraeg Bob Dydd’ sessions, providing regular opportunities to develop and apply incidental Welsh within familiar routines and authentic contexts. From Reception to Year 6, each class explores at least one Welsh text every half term, which is shared and discussed regularly to develop learners' language awareness, vocabulary and enjoyment of Welsh literature. Pupils in Years 1 to 6 also participate in a Welsh Guided Group Reading focus each term to support the development of Welsh reading skills and comprehension. Opportunities to use Welsh across the curriculum are actively planned, and teachers utilise the EAS Welsh Learning Resource Packs, language continua, Welsh placemats and language fans to support the progressive development and application of language patterns in meaningful contexts.

At Griffithstown Primary School, our approach to Dysgu Cymraeg is built upon three core pillars, providing learners with consistent opportunities to hear, use and apply Welsh across the curriculum and beyond:



Expectations for Dysgu Cymraeg

- Deliver daily Cymraeg Bob Dydd sessions consistently.
- Continue to use Welsh placemats and language fans to support language acquisition.
- Provide frequent opportunities for pupils to use and apply Welsh in authentic, meaningful contexts.
- Use the Welsh packs as flexible toolkits, selecting activities, experiences, texts and language patterns that support current class themes.
- Use the Language Continuum alongside placemats and fans to identify appropriate language patterns for pupils' stage of development.
- Ensure language patterns are linked to current learning and are appropriate to pupils' progression in Welsh.
- Prioritise the development of oracy skills, confidence and fluency before expecting extended written work.
- Include short, purposeful Welsh writing opportunities where appropriate, such as:
    - Speed Writing
    - Camera Clic
    - Labelling
    - Captions
    - Sentence-building activities
- Avoid writing activities that are purely for evidence gathering; ensure all Welsh work is purposeful and meaningful.
- Select and share at least one Welsh text each half term that links to the class theme.
- Develop pupils' Welsh reading skills through:
    - Reading aloud
    - Comprehension activities
    - Simple written responses
- Use books, activities and experiences to provide rich contexts in which pupils can practise and apply Welsh language patterns.
- Focus on building pupils' confidence to use Welsh independently in both spoken and written contexts.

Assessment and Reporting

- Informal assessments are made during each lesson. These are linked to the learning objective/s of the lesson. Pupils are given constructive oral and

written feedback in the form of one/two stars and a wish from teachers and open dialogue is encouraged so that pupils are part of the assessment process and can see how they may move their work on in order to make the next steps.

- Welsh language placemats are used to establish a baseline of learners' Welsh oracy skills and to monitor progression over time. The Welsh Lead undertakes termly assessments using the placemats to track the development of pupils' speaking and listening skills. Teachers use the Language Continuum to identify, plan for and monitor the progression of appropriate language patterns, ensuring that learners build confidence, fluency and accuracy in their use of Welsh.
- Reading is assessed regularly to monitor progress, identify next steps and inform targeted support. Pupils in N-Y2 are assessed in line with the Little Wandle assessment framework to ensure appropriate progression in phonics, decoding and reading fluency.
- From Y2-6, pupils complete three termly STAR Reading assessments, which are used alongside Accelerated Reader to monitor reading attainment, comprehension and reading practice. Assessment information is used to identify strengths and areas for development, enabling teachers to provide appropriate challenge and support for all learners.
- Prior to each writing genre, pupils are provided with clear success criteria which outline the key skills, features and expectations to be developed throughout the unit. These success criteria act as ‘book ends’, being revisited at both the beginning and end of the learning sequence. This enables learners to understand the purpose of their learning, track their progress, and evaluate how successfully they have applied taught skills within their independent writing.
- During the summer term pupils from Y2-Y6 complete national reading tests. The results of these tests will provide information about progress as they move through the school. This data are analysed to provide information on strengths and areas for development within literacy teaching and learning.
- Children entering nursery and reception classes are given a baseline assessment in literacy through the ‘Little Wandle’ program. The baseline data provides information from which to track the pupils and enables teachers to plan the learning experiences appropriately.
- All pupils receive a report at the end of each academic year, giving information on the child’s attainment and achievements in literacy.
- Learners’ LLC and Literacy and Numeracy Framework (LNF) skills are tracked, assessed and monitored using Taith 360. Assessment information is used to identify progress, inform planning and ensure appropriate support, challenge and next steps for all learners.

Literacy and Welsh Coordinator

The Languages, Literacy and Communication (LLC) Coordinator (R. Thomas) is responsible for leading, developing and monitoring the implementation of effective teaching and learning experiences in line with the Curriculum for Wales and the

Languages, Literacy and Communication Area of Learning and Experience. The coordinator will support, guide and challenge staff to ensure high-quality provision, providing advice, resources, professional learning opportunities and practical support where required.

The coordinator monitors standards, learner progress and the quality of provision across English, Welsh and literacy, ensuring that developments at school, cluster, regional and national levels are reflected in practice. The coordinator will lead improvement initiatives, provide professional learning for staff and work collaboratively with colleagues across the school, cluster schools, local authority services and regional partners.

The coordinator promotes a rich language, literacy and communication culture by organising and supporting whole-school events, competitions, author visits, book fairs and community engagement opportunities. Languages, literacy and communication are given a high profile across the curriculum and throughout school life, supporting learners to become confident communicators in both English and Welsh.

Equal Opportunities

All children, regardless of gender, race, cultural background, religious belief or ability are able to access the literacy curriculum at Griffithstown Primary School

Little Wandle Rapid Catch-Up

Little Wandle Rapid Catch-Up is a structured intervention programme designed for pupils in Years 3-6 who require additional support with phonics and early reading skills. The programme provides targeted teaching to address identified gaps in phonic knowledge, decoding and fluency, enabling pupils to catch up with their peers as quickly as possible. Lessons are delivered with fidelity to the Little Wandle Rapid Catch-Up programme and are informed by regular assessments to ensure that pupils are working at the most appropriate stage. Through focused, systematic teaching, pupils develop confidence, accuracy and automaticity in reading, supporting improved access to the wider curriculum.

Appendix I

Purpose	Examples of Genres
Writing to Entertain	Stories, narratives, myths, legends, short stories, flash fiction, scripts, storytelling, poetry
Writing to Inform	Fact files, information reports, guides, magazine articles, research summaries, digital information texts
Writing to Explain	Scientific explanations, processes, cause and effect writing, investigation write-ups, explanations of learning
Writing to Persuade/Influence	Posters, adverts, campaign writing, persuasive letters, speeches, debates, discursive writing

Overview of Genres

Year Group	Writing to Entertain	Writing to Inform	Writing to Explain	Writing to Persuade / Influence	Poetry Focus
Nursery	Oral storytelling, role play, retelling familiar stories, picture stories	Labels, captions, naming familiar objects, simple class books	Talking about what happened, describing simple processes through play	Expressing likes/dislikes and preferences orally	Nursery rhymes, songs, rhythm, repetition, actions and chants
Reception	Story retelling, sequencing stories, creating simple narratives, imaginative play writing	Labels, captions, simple fact-sharing, information linked to topics	Explaining daily routines and simple processes	Recommending favourite stories, toys or activities	Rhyming poems, sensory poems, simple patterned poems
Year 1	Traditional tales, familiar stories, character stories,	Fact files, information writing linked to enquiry work,	Explaining simple processes and events using sequencing language	Posters, invitations, simple persuasive statements	List poems, repeating pattern poems, acrostics, question and

	story innovations	captions and reports			answer poems
Year 2	Adventure stories, fantasy stories, retelling and adapting known texts	Information writing, research-based fact files, topic information books	Writing to explain how or why something happens	Letters, recommendations, posters, advertising familiar products/events	Free verse, humorous poetry, calligrams, sensory poems
Year 3	Welsh myths and legends, folk tales, narrative writing, character viewpoints	Information reports, fact files, non-fiction linked to Humanities and Science enquiries	Scientific explanations, explanations linked to investigations and discoveries	Persuasive letters, advertisements, simple campaign writing	Haiku, limericks, syllable poetry, Welsh poetry experiences
Year 4	Historical narratives, mystery stories, narratives inspired by Welsh heritage and cynefin	Information texts using multiple sources, guides, reference materials	Explaining processes, causes and effects across the curriculum	Balanced persuasion, campaign writing, speeches	Narrative poems, free verse, conversation poems, kennings
Year 5	Flash fiction, stories from different viewpoints, historical fiction, contemporary fiction	Information articles, magazine writing, guides, digital information texts	Scientific, geographical and historical explanations showing cause and effect	Formal letters, speeches, debates, persuasive campaigns	Ballads, performance poetry, metaphor poetry, personification poetry
Year 6	Extended narratives, historical fiction, contemporary fiction, creative writing for publication	Articles, magazine writing, digital information texts, independent research projects	Complex explanations, inquiry-based reports, audience-focused explanatory writing	Discursive writing, campaigns, speeches, advocacy writing, debate	Spoken word poetry, narrative poetry, poetry from diverse cultures and perspectives, symbolic poetry

Year Group	Main Poetry Experiences
Nursery	Nursery rhymes, songs, repetitive language patterns
Reception	Pattern poems, sensory poems, rhymes
Year 1	List poems, acrostics, question poems
Year 2	Free verse, calligrams, humorous poetry
Year 3	Haiku, limericks, syllable poems
Year 4	Narrative poetry, kennings, conversation poems
Year 5	Ballads, performance poetry, metaphor poetry
Year 6	Spoken word, narrative poetry, poetry from different cultures and perspectives

Appendix 2

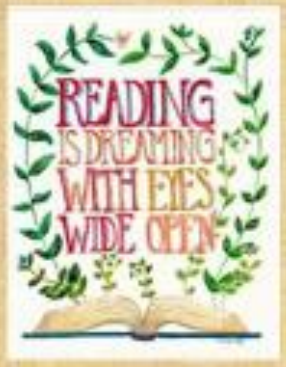
Y 2-6 (Opening and closing a genre)

- Assess with colour/traffic light
- Traffic light the genre opener at the end of the lesson related to that point of the success criteria.

Must, Should, Could.	Genre: Why am I writing? Who am I writing for? Success Criteria:	**Teacher Assessment**
Must	•	
	•	
	•	
	•	
	•	
	•	
	•	
Should	•	
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Could	•	
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Appendix 3

A Vision for Reading at



GRIFFITHSTOWN PRIMARY SCHOOL

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Our Vision

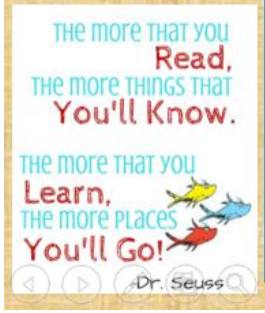
Throughout their time in our school all children are inspired, engaged, supported and encouraged to achieve their personal best.
All children, from Nursery up, receive a book and are invited to enjoy reading with grown-ups at home.
Fostering a passion for and a love of reading is vital to the development of the whole child.
The Policy and Vision for reading and Literacy, has been developed in consultation with all stakeholders.

Pupils

Pupil voice is an integral element of school improvement and planning for future curriculum opportunities and experiences. Pupils and pupil groups are involved in policy reviews and elements of the School Development Plan (SDP). Head boy and girl and the School Council work alongside the LLC team. The wider pupil community are invited to share thoughts and ideas during 'Listening to Learner' activities and questionnaires.

Teachers/TA's

All staff are involved in reviewing policy and creating a vision for reading and Literacy. All teachers listen to readers at least once a week; this is in the form of group guided reading (GGR).
In conjunction with this, pupils have independent and individual reading time, sometimes in the form of interventions often led by teaching assistants. Staff receive regular and up to date training on new strategies and refreshers on older initiatives.



Parents

Parents share thoughts through questionnaires and workshops.
In Foundation Phase pupils take home spelling words or phonic practice and a reading book every week. In Key Stage 2 pupils access spelling via their 'Teams' page. In FP and lower KS2, children take home a reading book from ORT or PM scheme; books are issued by the end of September. In upper KS2, all children are given the opportunity to take home a reading book from the class library. All KS2 pupils have access to Accelerated Reader or MyOn to support reading development in school and at home. A half-termly project is set for each class; this encompasses a wide variety of skills and exploits those of a literacy nature. Parents receive support and are invited to online tutorials and workshops about phonics and reading with their child. We recommend that children are listened to and/or read to, daily at home.

Governors

The governing body reviews the policy annually. Governors aid the development and monitor progress as a 'critical friend'. The Literacy Coordinator meets termly with the link governor to ensure provision and standards are understood and challenged.

Helpful Websites

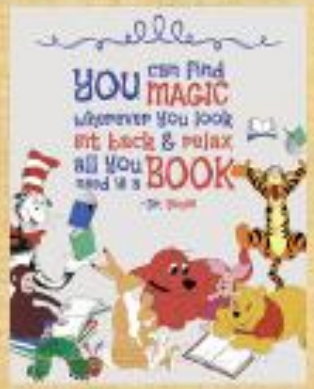
Key Stage Two - Year 3-6

https://www.myon.co.uk/index.html

https://ukhosted118.renlearn.co.uk/6719738/

Foundation Phase - Nursery - Y2

https://www.teachyourmonstertoread.com/



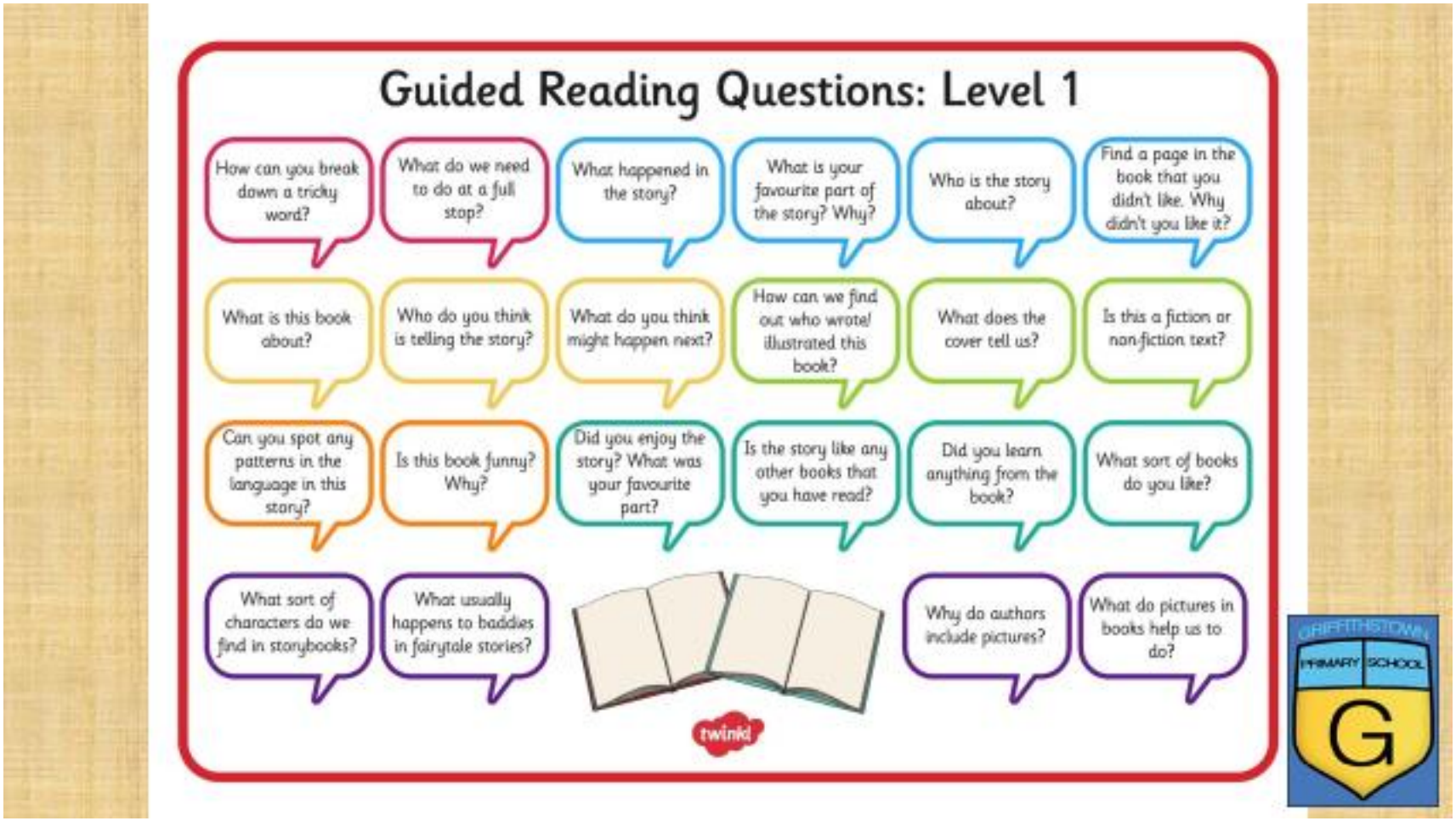


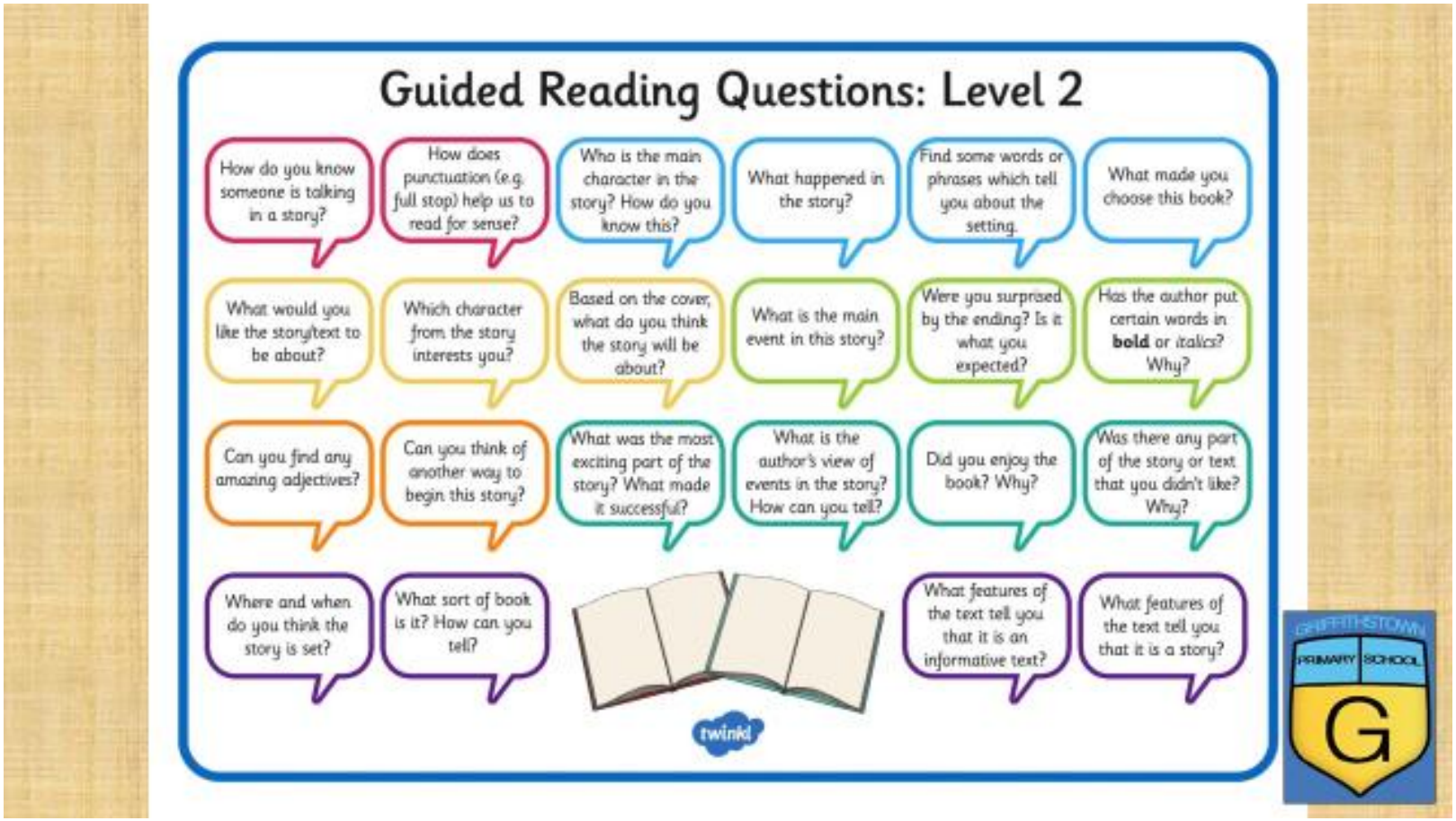
Other useful sites for reading:

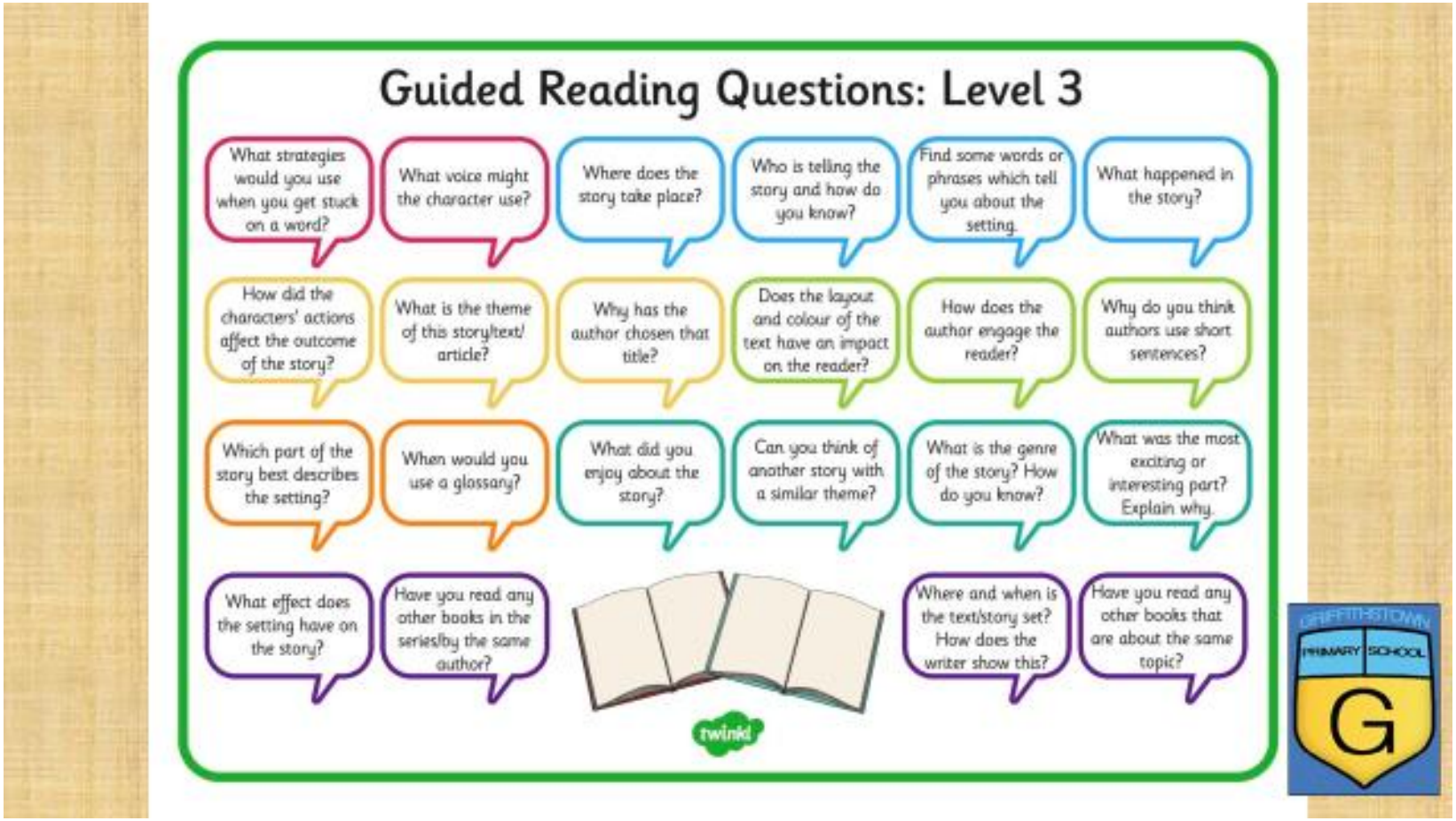
https://lexile.com/parents-students/tools-to-support-reading-at-home/21-questions-ask-child-book/

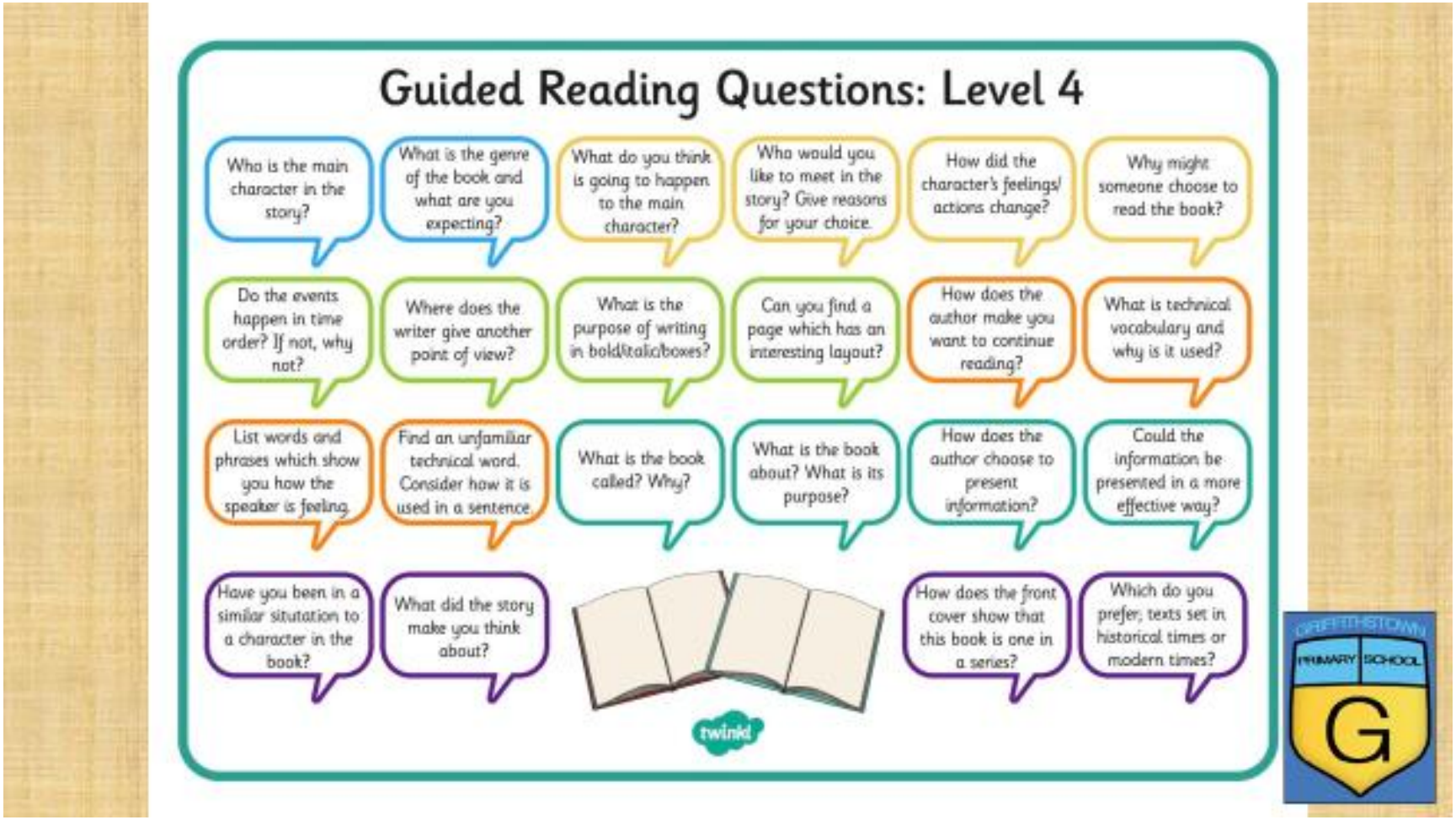
http://www.rb60.com/mrsschippert/comprehension-help/

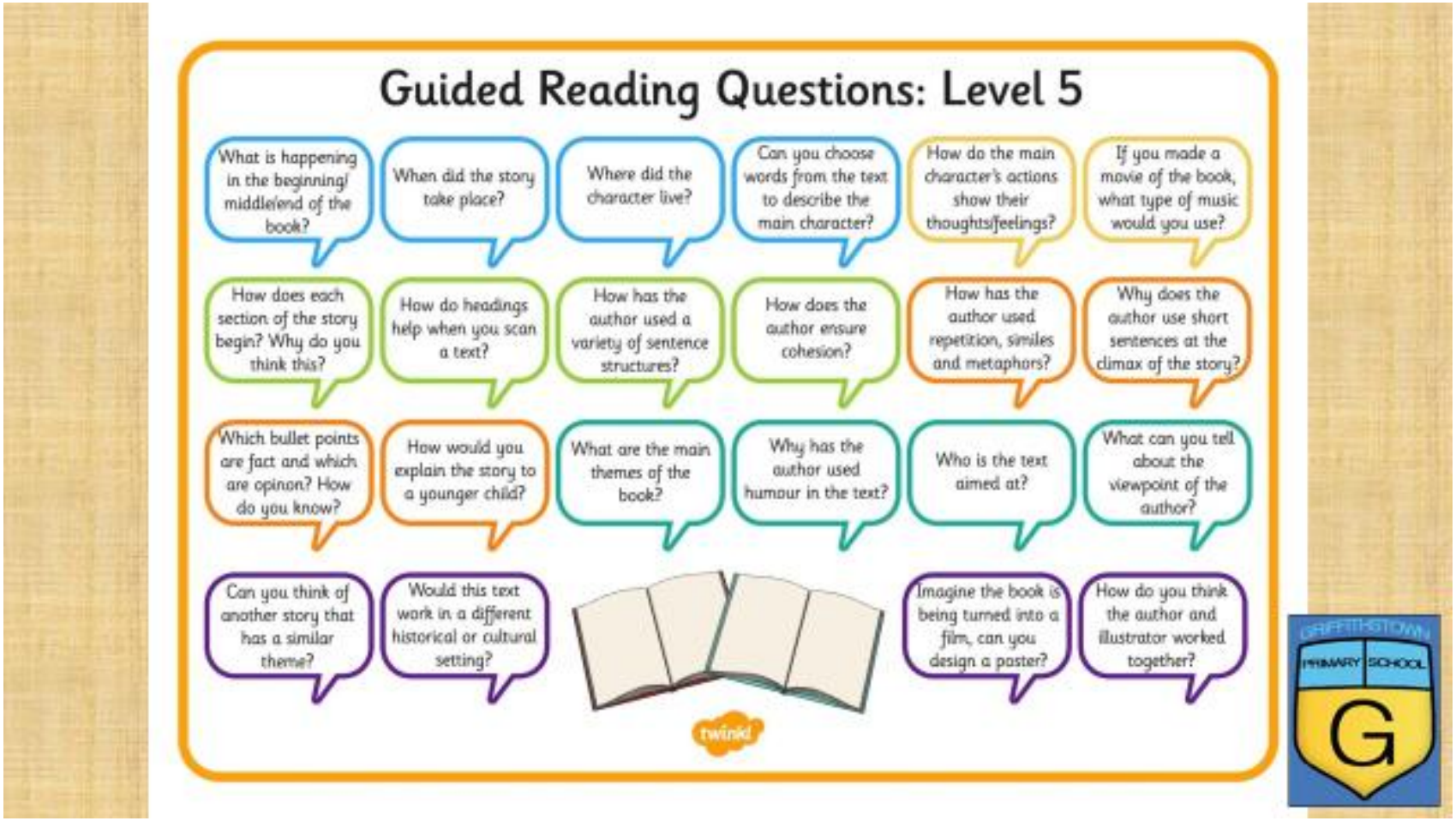
https://www.slideshare.net/cherylterry/questions-for-shared-reading

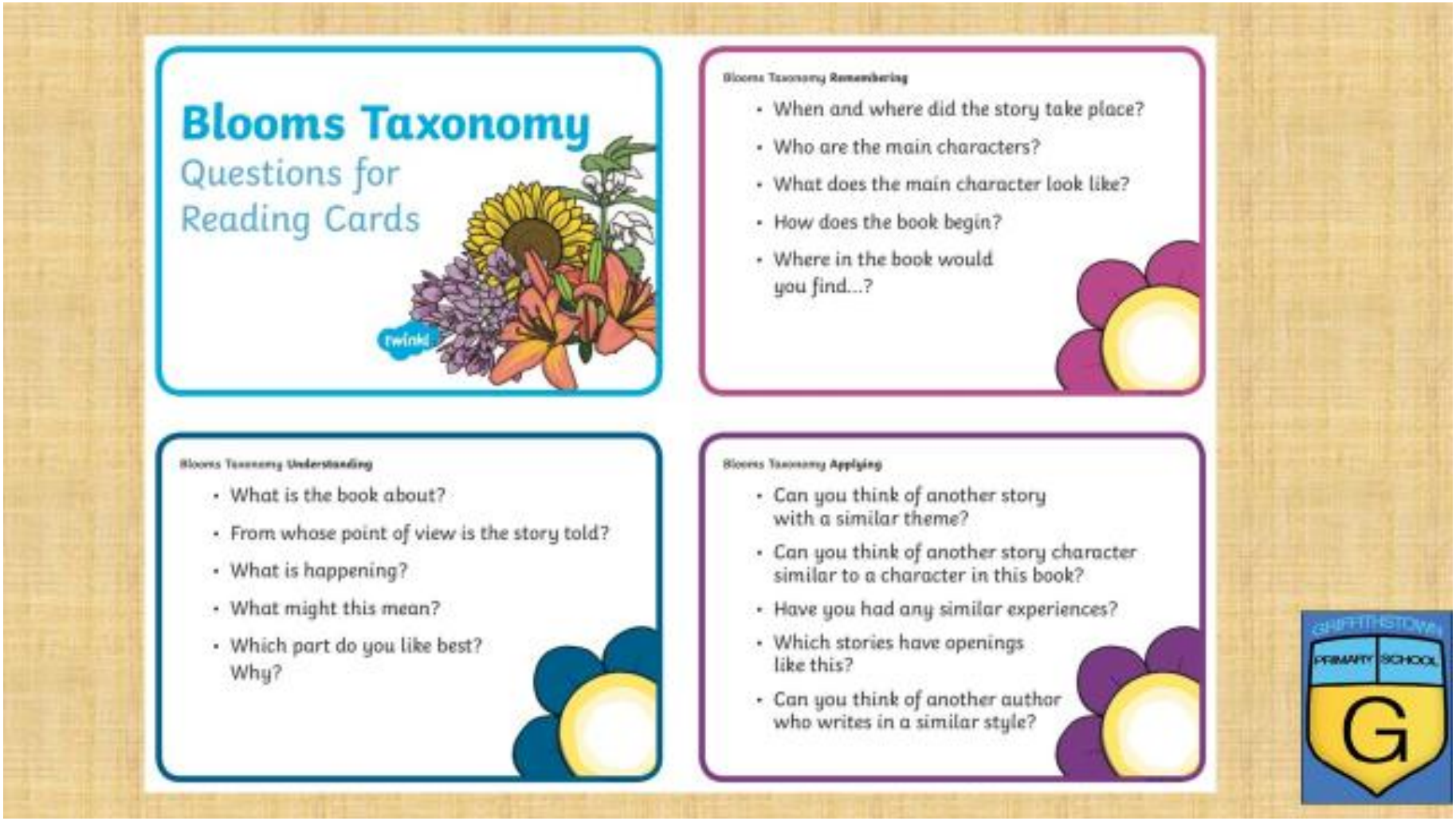

Guided Reading Questions: Level 1
How can you break down a tricky word?
What do we need to do at a full stop?
What happened in the story?
What is your favourite part of the story? Why?
Who is the story about?
Find a page in the book that you didn't like. Why didn't you like it?
What is this book about?
Who do you think is telling the story?
What do you think might happen next?
How can we find out who wrote/ illustrated this book?
What does the cover tell us?
Is this a fiction or non-fiction text?
Can you spot any patterns in the language in this story?
Is this book funny? Why?
Did you enjoy the story? What was your favourite part?
Is the story like any other books that you have read?
Did you learn anything from the book?
What sort of books do you like?
What sort of characters do we find in storybooks?
What usually happens to baddies in fairytale stories?
Why do authors include pictures?
What do pictures in books help us to do?
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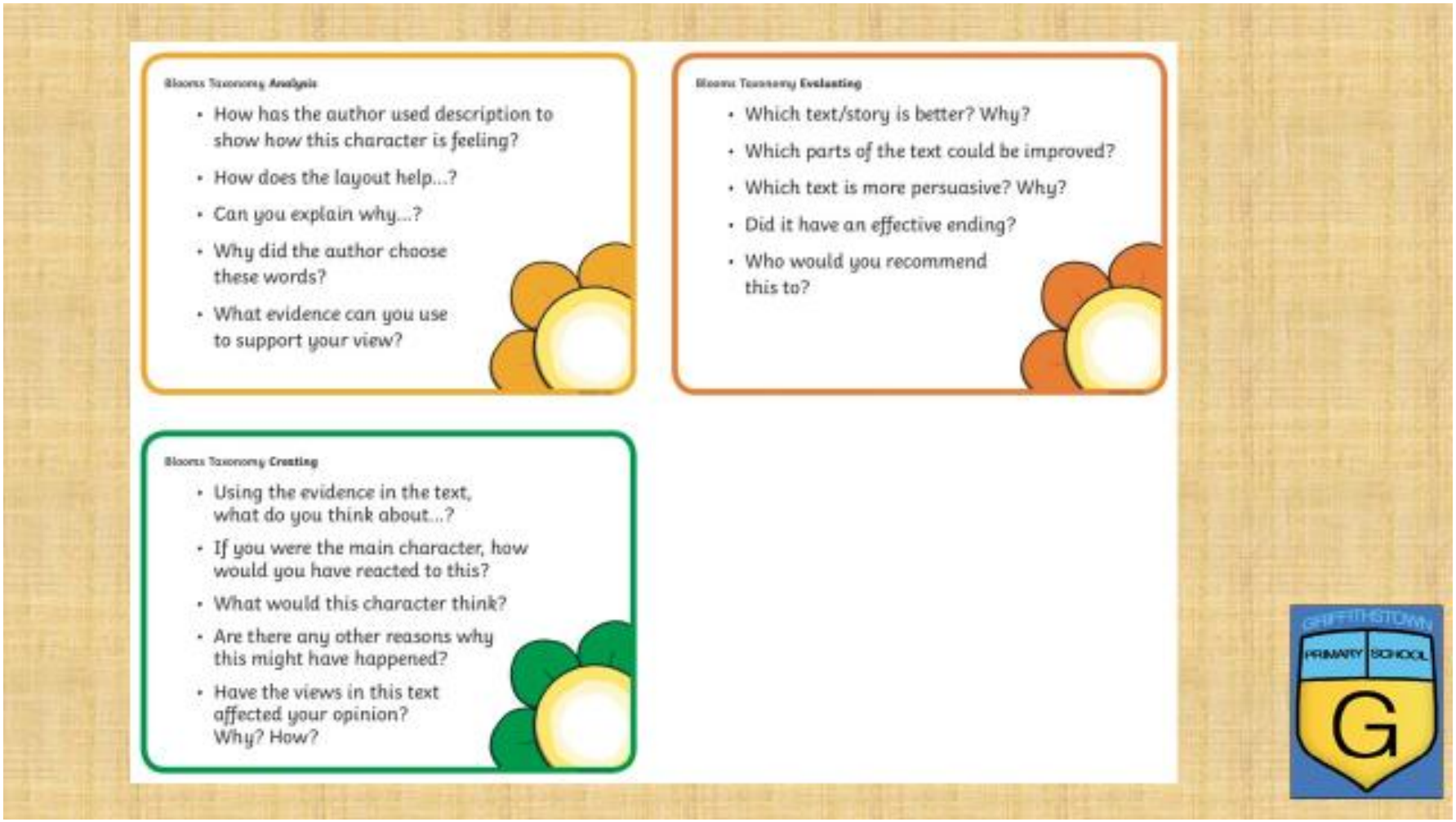

Guided Reading Questions: Level 2
How do you know someone is talking in a story?
How does punctuation (e.g. full stop) help us to read for sense?
Who is the main character in the story? How do you know this?
What happened in the story?
Find some words or phrases which tell you about the setting.
What made you choose this book?
What would you like the story/text to be about?
Which character from the story interests you?
Based on the cover, what do you think the story will be about?
What is the main event in this story?
Were you surprised by the ending? Is it what you expected?
Has the author put certain words in bold or italics? Why?
Can you find any amazing adjectives?
Can you think of another way to begin this story?
What was the most exciting part of the story? What made it successful?
What is the author's view of events in the story? How can you tell?
Did you enjoy the book? Why?
Was there any part of the story or text that you didn't like? Why?
Where and when do you think the story is set?
What sort of book is it? How can you tell?
What features of the text tell you that it is an informative text?
What features of the text tell you that it is a story?
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Guided Reading Questions: Level 3
What strategies would you use when you get stuck on a word?
What voice might the character use?
Where does the story take place?
Who is telling the story and how do you know?
Find some words or phrases which tell you about the setting.
What happened in the story?
How did the characters' actions affect the outcome of the story?
What is the theme of this story/text/ article?
Why has the author chosen that title?
Does the layout and colour of the text have an impact on the reader?
How does the author engage the reader?
Why do you think authors use short sentences?
Which part of the story best describes the setting?
When would you use a glossary?
What did you enjoy about the story?
Can you think of another story with a similar theme?
What is the genre of the story? How do you know?
What was the most exciting or interesting part? Explain why.
What effect does the setting have on the story?
Have you read any other books in the series/by the same author?
Where and when is the text/story set? How does the writer show this?
Have you read any other books that are about the same topic?
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Guided Reading Questions: Level 4
Who is the main character in the story?
What is the genre of the book and what are you expecting?
What do you think is going to happen to the main character?
Who would you like to meet in the story? Give reasons for your choice.
How did the character's feelings/ actions change?
Why might someone choose to read the book?
Do the events happen in time order? If not, why not?
Where does the writer give another point of view?
What is the purpose of writing in bold/italic/boxes?
Can you find a page which has an interesting layout?
How does the author make you want to continue reading?
What is technical vocabulary and why is it used?
List words and phrases which show you how the speaker is feeling.
Find an unfamiliar technical word. Consider how it is used in a sentence.
What is the book called? Why?
What is the book about? What is its purpose?
How does the author choose to present information?
Could the information be presented in a more effective way?
Have you been in a similar situation to a character in the book?
What did the story make you think about?
How does the front cover show that this book is one in a series?
Which do you prefer; texts set in historical times or modern times?
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Guided Reading Questions: Level 5
What is happening in the beginning/ middle/end of the book?
When did the story take place?
Where did the character live?
Can you choose words from the text to describe the main character?
How do the main character's actions show their thoughts/feelings?
If you made a movie of the book, what type of music would you use?
How does each section of the story begin? Why do you think this?
How do headings help when you scan a text?
How has the author used a variety of sentence structures?
How does the author ensure cohesion?
How has the author used repetition, similes and metaphors?
Why does the author use short sentences at the climax of the story?
Which bullet points are fact and which are opinon? How do you know?
How would you explain the story to a younger child?
What are the main themes of the book?
Why has the author used humour in the text?
Who is the text aimed at?
What can you tell about the viewpoint of the author?
Can you think of another story that has a similar theme?
Would this text work in a different historical or cultural setting?
Imagine the book is being turned into a film, can you design a poster?
How do you think the author and illustrator worked together?
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Blooms Taxonomy
Questions for Reading Cards
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Blooms Taxonomy Remembering
When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?
Blooms Taxonomy Understanding
What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?
Blooms Taxonomy Applying
Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?
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Bloom's Taxonomy Analysis
How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?
Bloom's Taxonomy Evaluating
Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?
Bloom's Taxonomy Creating
Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?
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