



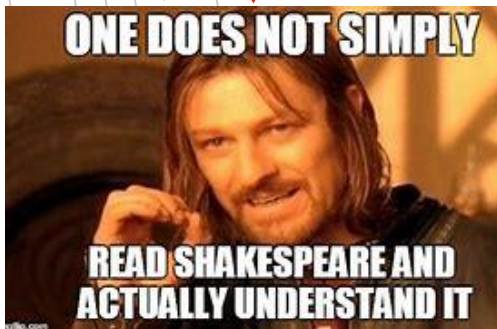
# Sharing a Text



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# Commenting vs Questioning



Commenting	Questioning
Teaching	Testing
Promotes enjoyment and interest	Prepares children for assessments/formal reading tests
Develops vocabulary and wider understanding of the world	

Try to strike a balance between the two, but commenting is especially useful! This includes playing, reading and watching TV.

## Younger Children

This is also true when playing with pre-school age children e.g. Rather than saying, "What colour is the truck?" say, "The big, red truck has crashed!"

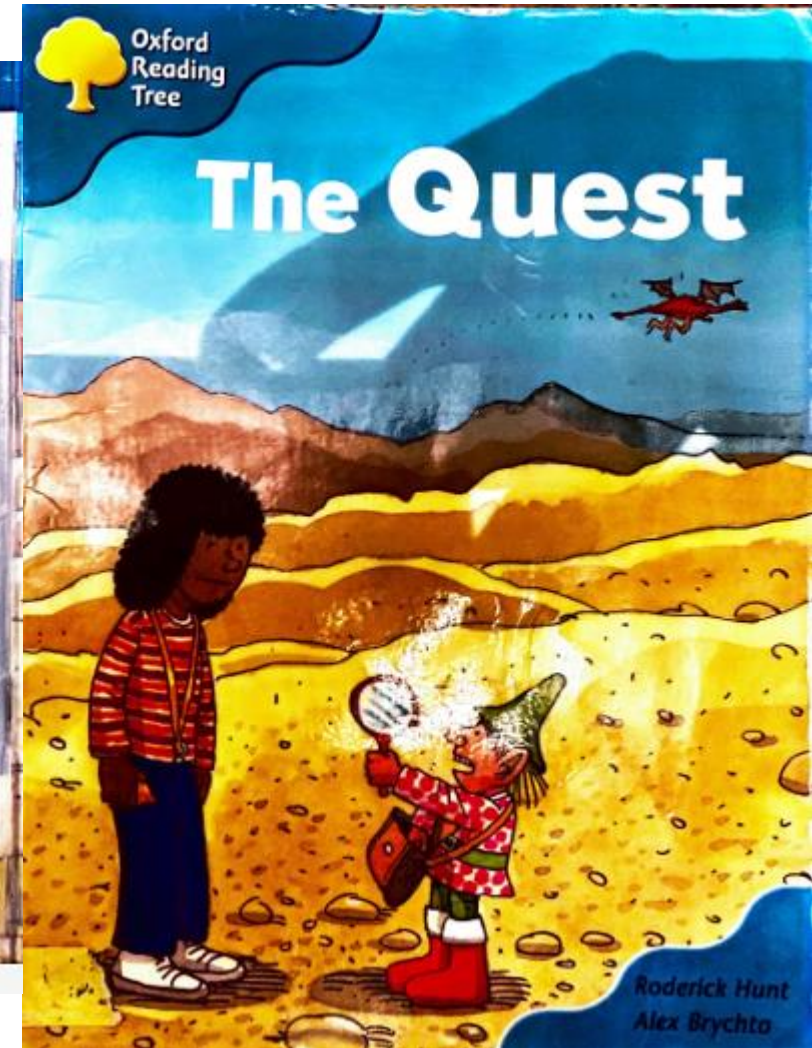
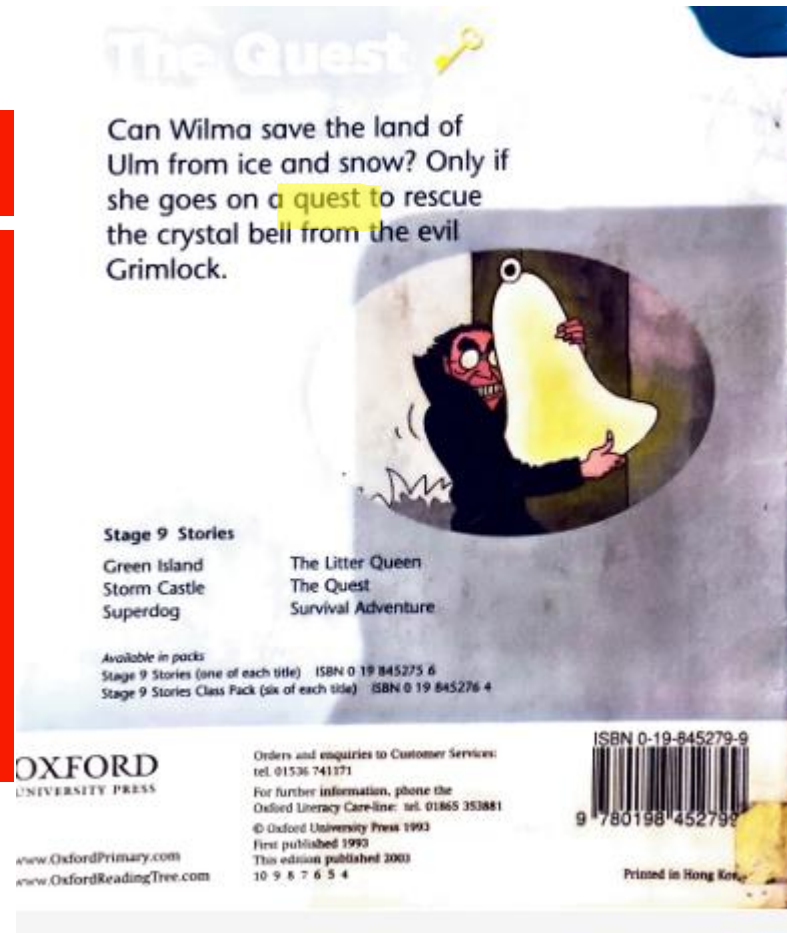
## Teenagers

You may be more likely to get a better response to a comment than a question!

End of KS1  
(Year 2)  
Stage 10/11

"I'm not sure what a quest is, but I think I can work it out from the blurb."

"I think that would be pronounced as 'Ulm'. What do you think?"





"I'm writing a story about a quest," said Wilma, "but I'm stuck. I don't know what to put next."

"I don't know what a quest is," said Biff, "so I don't think I can help you."

"It's a journey that someone makes to look for something that's been lost," said Wilma.



Biff still didn't understand what Wilma meant, so Wilma read the story to her.

"Long ago, and far away, there was a beautiful land called Ulm. Flowers grew everywhere. Animals lived in the woods and forests. Everyone was happy there."



“In a big cove, deep underground, was the crystal bell of Ulm. It was very beautiful. Even in the dark cave, it glowed like fire.

When it rang, its note was like music. The sound of the bell told every animal, every plant and every tree when it was spring or summer.



“The evil Grimlock lived outside Ulm. He lived in the cold, black mountains of Grim. He wanted the crystal bell of Ulm, and he spent years looking for it.

At last, Grimlock found the bell.  
‘Now it will be mine for ever!’ he said.



"I wonder if..."

"Grimlock took the bell back to the land of Grim. He carried it through the forest. Then he **crossed the rocky desert**. At last, he reached his castle high in the mountains.

In the sunlight, the bell looked so beautiful that Grimlock **could not bear to look at it.**

"How strange..."



"Without the bell, the land of Ulm became dark and grey. Flowers grew in the winter and were killed by the frost. Snow fell in the summer.

The people of Ulm were sad and unhappy. All the beauty had gone from the land and the days were cold and long."

"This reminds me of Frozen!"



Check understanding  
of concept of puppets  
before starting.

End of Lower KS2  
(Year 4)  
Stage 16



Sapphire  
Band 16



# THE MONKEY PUPPET

There's something strange about Mark, the new boy at Daniel's school. Mark doesn't talk or smile. But he is never without his beloved monkey puppet, who makes the rest of the class laugh. Daniel is asked to be Mark's friend, but he has to become his minder too, when both their lives are in danger.



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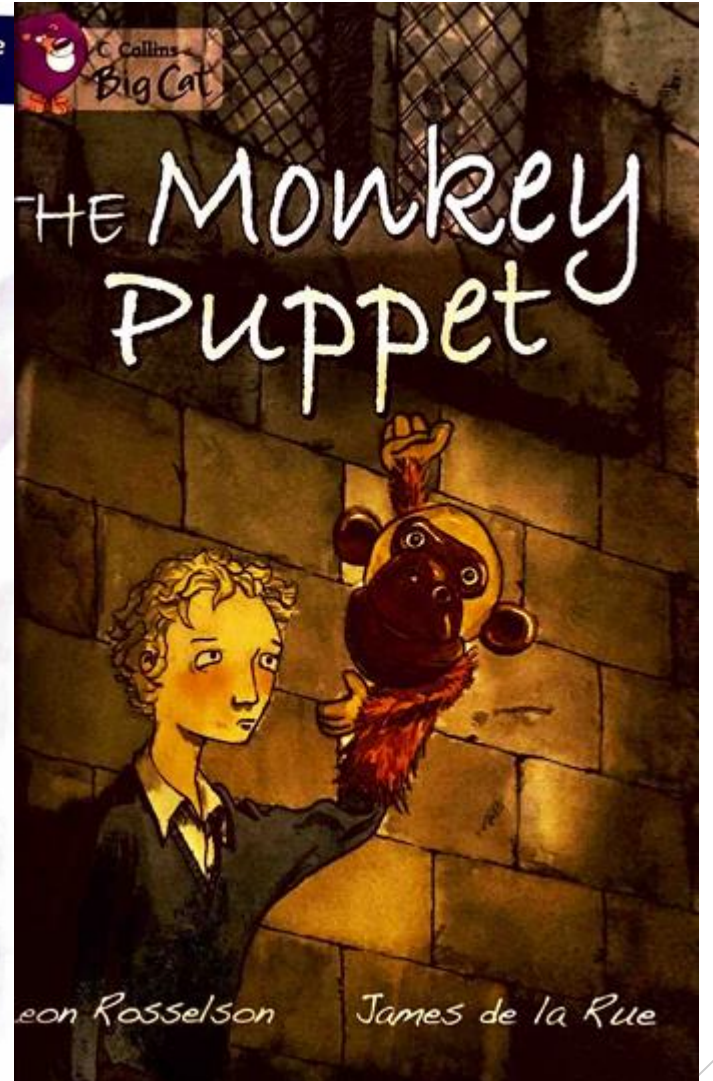


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A mystery story





## Chapter 1

We stared at him. We didn't get many children coming to the school from outside the village so we were curious. He had blond curly hair and looked too small and thin and young to be in our class. The thing I remember most is that his face was blank. Like a mask.

Mrs Grace stood behind him at the front of the class with her hands on his shoulders. "This is Mark," she said. "He's going to be joining us now so please make him welcome."

**"It's not easy to have a blank face! Look, I'll try."**



A whispery sound rustled round the class. To tell the truth, we resented rather than welcomed new arrivals.

"Mark's new to the village," Mrs Grace went on. "He doesn't have any friends yet so I hope you're all going to make him feel at home."

The whisper became a questioning murmur. Who were his parents? Where were they living? Why had he come to the village? Where had he come from?

I said nothing. I couldn't take my eyes off his face. There was no expression on it. He didn't smile or frown or look embarrassed. He didn't seem to be there at all. I thought he was weird. So I wasn't best pleased when Mrs Grace said he would sit next to me because I was going to be the one to look after him and show him around the school.



**Repeat using appropriate intonation before discussing 'resented'. If stuck, start with, "Is resented a good or bad thing?"**



Tim moved to another seat so that Mark could sit beside me. He didn't look at me. He sat down, put his bag on the desk and opened it. Then he took out – what do you think? No, not an exercise book or a pen or anything like that. He took out a puppet. That's right, a puppet. A glove puppet with a monkey face. I stared at it, open-mouthed. What was he doing?



I leant over and whispered to him: "You can't play with that in school. It'll be **confiscated.**"

Mark didn't seem to hear me. He put his right hand in the glove puppet and suddenly it came alive. It waved its arms. It opened its mouth. Then it spoke. "It's all right," it said in a funny, high-pitched voice. "I can look after myself."



Of course, I know puppets can't speak. But Mark had worked the puppet so skilfully, he'd made it seem so lifelike, that for a moment I really believed it was the puppet speaking. I hadn't even seen Mark's lips move.

There was a hushed silence. Everyone was staring at Mark and the monkey puppet and waiting to see what Mrs Grace would do. I looked at her questioningly.

Mrs Grace **forced** a smile. "Don't worry," she said to me in a low voice. "I'll explain later." Then clapping her hands, she turned to the class and said briskly, "Come along now, it's time we settled down and did some work."

Can you show me what a 'forced smile' looks like? Discuss.

"I'm surprised the teacher didn't..."

Is the speaker in the poem an expert on rooks?  
How can you tell? Do they think the reader is?  
Link to opening line.

"I've never heard cawing described as  
'kind' before. Does it change how you feel  
about the rooks?" Discuss.

End of KS2  
(Year 6)

Unpick what an assembly  
of rooks would look like  
before discussing 'grave' or  
other concepts.

## The rooks' parliament



The origins of the collective term 'a parliament of rooks' lie in the fact that rooks are most commonly seen in flocks, and will sometimes form large groups in which one bird will 'speak' at length. Although young rooks look similar to crows, the adult rook has a longer beak and black feathers, while the crow's feathers are black with a green and purple sheen.



Rooks are not stunted crows. They are black,  
Hunch quietly on fields in plough.  
I woke as a child to their raw  
Kind cawing. The shooters then came  
5 Claimed they were pests. We lifted them back,  
Their eyes' light a chilling blue flame.

True or false?

The marksmen were wrong. Rooks eat pests.  
The blunt-headed crows in their pairs  
Rip road-kills; while rooks' beaks, slim, bare,  
10 Prod every clod in their slow crowd.  
Rookeries crown rough roadside trees  
With clambered sticks, thriving and loud.

A strange story hovers like birds,  
That their field circlings form grave  
15 Assemblies where wisdom is made  
To rule their land well, with a caw.  
We cannot. Dare they? I am glad  
We do not shoot rooks any more.

A red speech bubble graphic with a white outline, containing the text 'Commenting vs Questioning'. The bubble has a tail pointing downwards and to the left.

# Commenting vs Questioning

**Banding**

Year	Attainment Level	ORT Stage
Reception		Stage 1 (wordless)
	EME	RWI Set 1
	EXP	RWI Set 2
	EXC	RWI Set 3
Year 1	1B	RWI Set 3/ 3
	1W	4
	1S	5/6
	1S+	7
Year 2	2B	8
	2W	9
	2S	10
	2S+	11
Year 3	3B	11
	3W	12
	3S	13
	3S+	14
Year 4	4B	14
	4W	15
	4S	15
	4S+	16
Year 5	5B	16
	5W	17
	5S	17
	5S+	18
Year 6	6B	18
	6W	19
	6S	19
	6S+	20

# Reading Stage Expectations

**B=beginning (Autumn Term)**

**W= working towards (Spring Term)**

**S= secure (end of year)**

**S+=Greater Depth**

A red speech bubble graphic with a white outline, containing the text 'Resources and Support'. The bubble has a tail pointing downwards and to the left.

## Resources and Support

Thank you for listening! Please help yourself to any resources/information.

I am available to speak with during tea and coffee if you would like to discuss reading further.

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