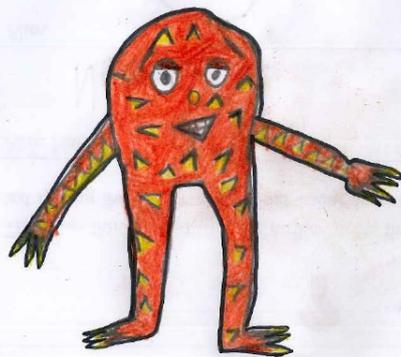
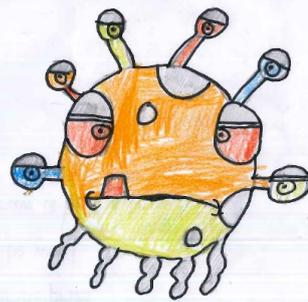
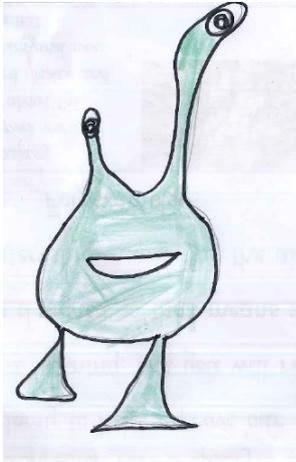


Oasis Academy Don Valley



KS2 Reading Aliens

Note for children

These aliens are really good readers! They have lots of skills to help them read for meaning. Do you want to be a reader that is out of this world? If so, listen carefully to what each alien can teach you. When you are reading think about which alien would help you understand the text better.



Note for teachers

These reading aliens are linked to the reading skills to help improve reading comprehension. Use this booklet to help inform your planning for ERIC time. Every pre and post task should be explicitly linked to a reading skill. You can also use this booklet to inform your questioning during your guided read sessions and story time.

Word Ash

Designed By Nahhla Y2



Word Ash is really clever. He understands lots of words and loves discussing what they mean.

Sometimes he uses a dictionary to help him find the definition, other times he reads around the word to help him with his understanding.

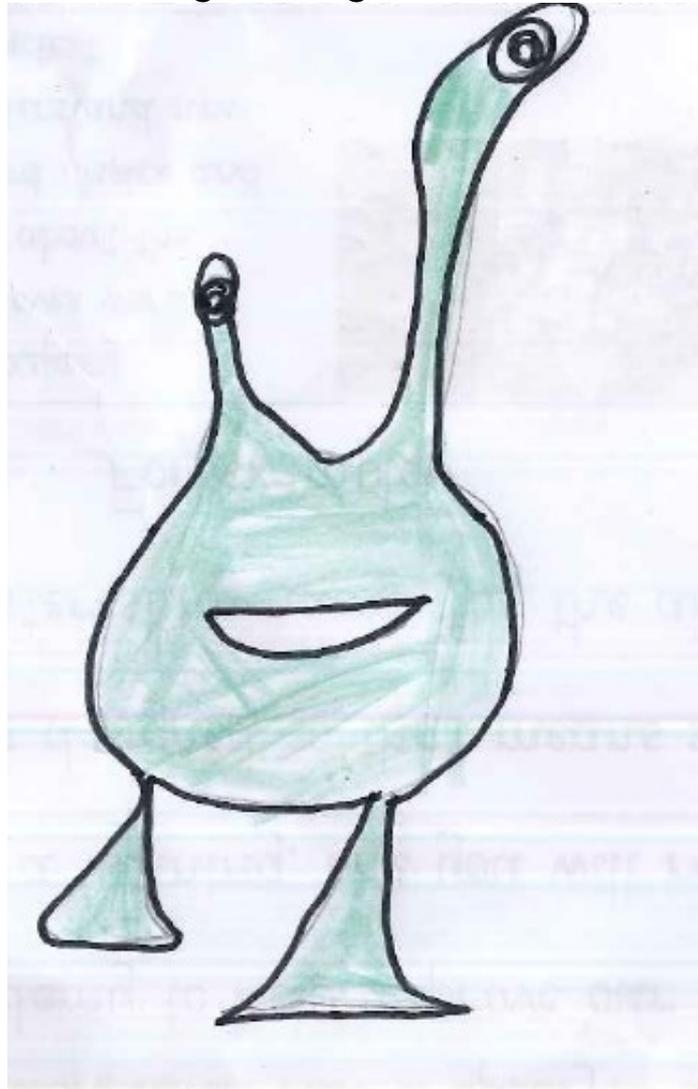


Word Ash might ask...

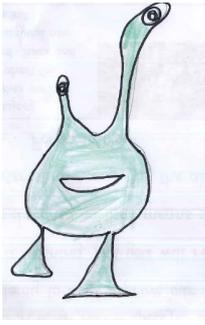
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc.?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?
- What does this word tell us about the character/setting/atmosphere?
- Look at the sentence and circle a word or phrase that means the same as
- Which words/phrase in this text give us the impression the main character is.....?
- Which words/phrase in this text give us the impression that the atmosphere is.... ?
- The author uses words like to describe What impression does this give us of the character/setting/atmosphere?
- The author describes the main character as..... Think of another word that could be used instead.

Rio Retrieve

Designed by Ali Y2



Rio Retrieve is really good at finding things. He uses the text to find the answer. He is really good at skimming the text for the relevant information.

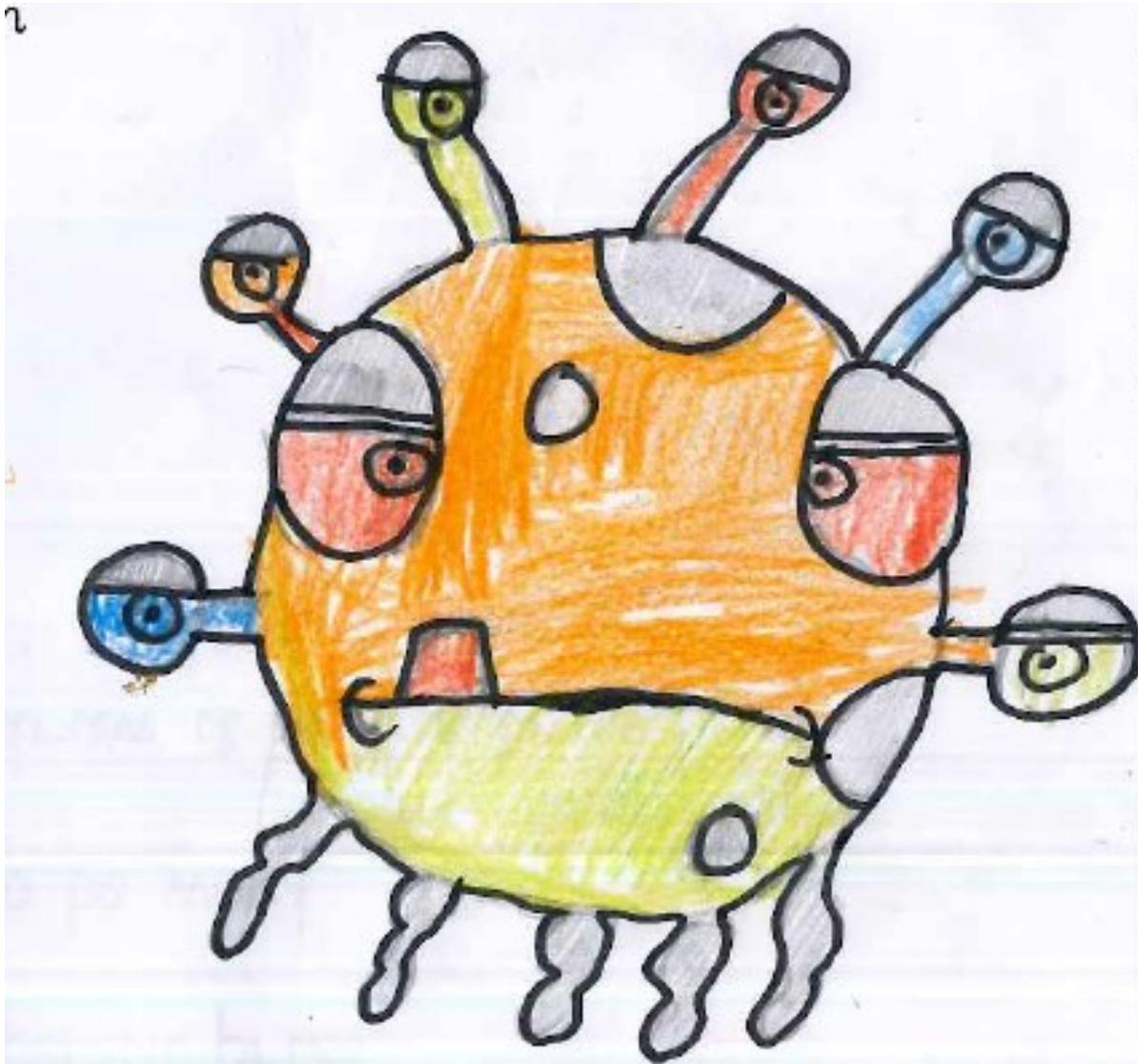


Rio Retrieve might ask...

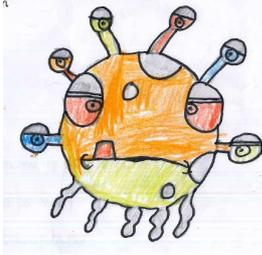
- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?
- Where is the story set?
- How does the main character look/behave/speak?
- When is the story set?
- Where would you find a section about...?
- Who are the key characters?
- What did she/he/it look like?
- Where did they live?

Alex Explain

Designed by Marcus Y3



Alex Explain is really good at explaining how information he has read links to the overall meaning of a text. He can explain how meaning is enhanced through choice of language. He is also really good at explaining the themes and patterns that develop across the text.



Alex Explain might ask...

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Sarah Sorter

Designed by Elian YI



Sarah Sorter likes everything in order. She is very good at sequencing the main events in a text. She can find the beginning, middle and end. She can also organise non-fiction texts. She is best friends with Spike Summarise. She helps him identify the key bits to include in a summary.

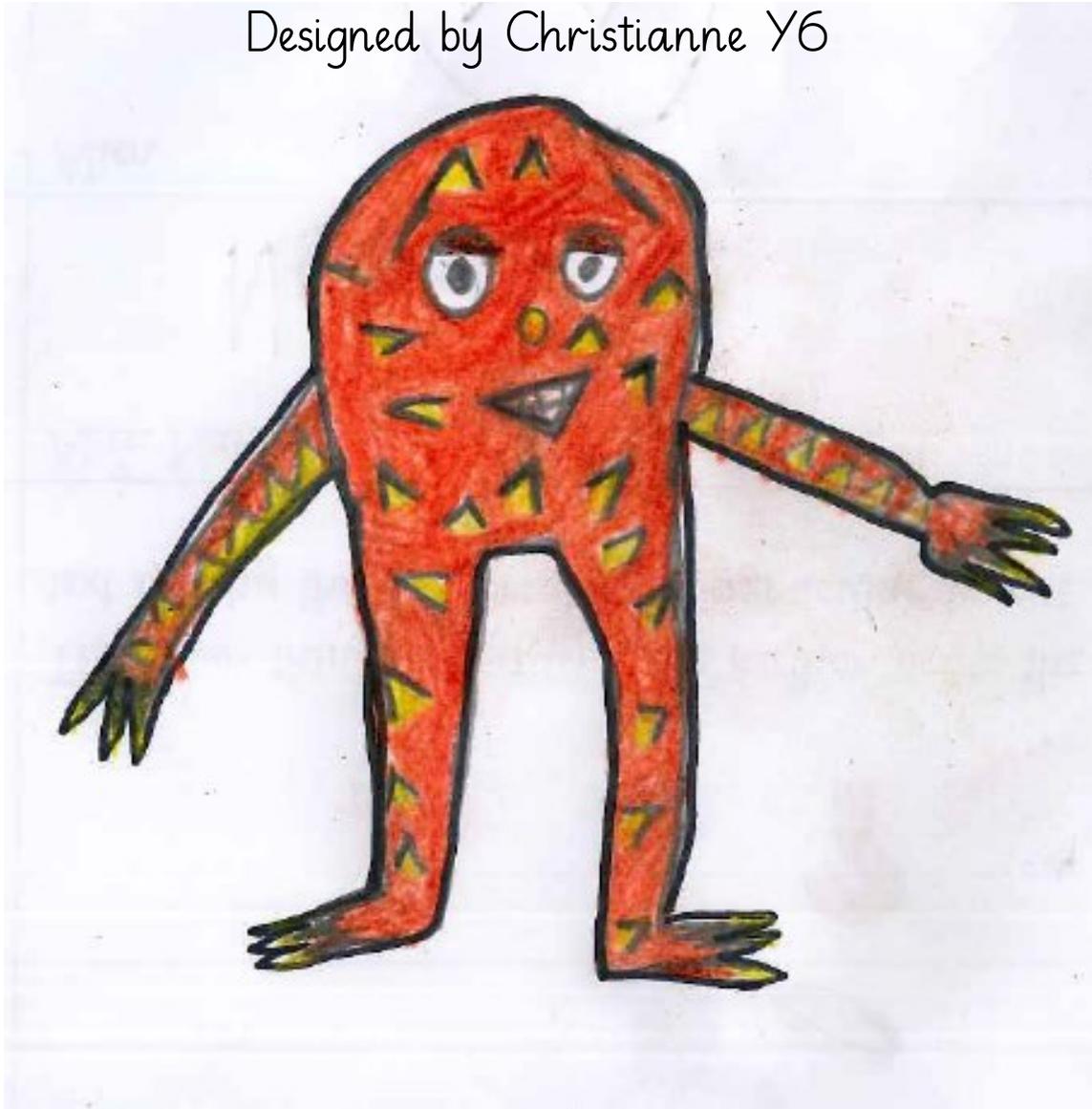


Sarah Sorter might ask...

- Sequence the sentences so they read in order.
- Write the numbers 1-4 to show the order these events happened.
- What happened at the end?
- When did the ... ?
- Can you map the characters emotions from the start of the story to the end?
- How did the character feel at...?
- What happened after...?
- What happened before...?
- Can you number these events 1-5 in the order that they happened?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Spike Summarise

Designed by Christianne Y6



Spike Summarise is really good at summing up the gist of the story. He doesn't use all of the information, just the main events of a story or the key points of a text. Sarah Sorter helps him do this.



Spike Summarise might ask...

- What is the main theme/ argument in this paragraph?
- What is the main message in this paragraph?
- Can you describe what has happened in this paragraph/chapter?
- Using less than 20 words, could you write a new blurb for this book?
- Which is the most important message in the book?
- Can you describe what happened in three sentences?
- What sticks in your mind about...?
- What moment do you remember most?
- Can you remind us about...?
- How would you sum up...?
- Can you number these events 1-5 in the order that they happened?
- What happened after.....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Pelly Predict

Designed by Somaya Y6



Pelly Predict is really good at making predictions. She always thinks about what she already knows and links this to the information she reads so she can make a good prediction. She can justify her prediction with evidence from the text.



Pelly Predict might ask...

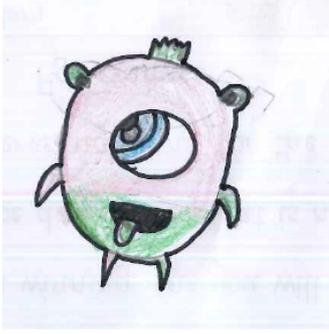
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Betty Background

Designed by Ansa Y6



Betty Background is really good at thinking about what she already knows. She makes links with what she has experienced before to help her understand new things that she is reading.



Betty Background might ask...

- What does...remind you of?
- Have you ever been...?
- Can you think of a time...?
- Look at the picture, have you seen anything like this before?
- Look at the title, have you read any other stories about...?
- What do you know already about...?
- Tell me about a time you did...?
- How do you...?

Ian Infer

Designed by Aaisha Y5



Ian Infer is a great detective. He hunts for clues in order to infer meaning. He uses the clues as evidence to justify how characters are feeling or why things are happening. He has to read between the lines.



Ian Infer might ask...

- Why was..... feeling.....?
- Why are the characters going to....?
- Why did happen?
- Why did say.....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?
- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of show that they are.....?
- How can you tell that.....?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....?
- Who is telling the story?

Penelope Purpose

Designed by Taanya Y4



Penelope Purpose is really good at thinking about why the author had made certain choices in their writing. She enjoys looking at the structure and presentation of text. She also evaluates how language affects the reader.



Penelope Purpose might ask...

- Look at the section entitled.... Why has this been included in this text?
- Why has the author used subheadings in this text?
- How does the layout help to...?
- How has the author organised the text? Why?
- Who has the author written this text for? How do you know?
- In what ways do the diagrams, photographs or illustrations help us to enjoy/understand the text?
- Which is the most important section of this book/text? Justify your choice.
- How have your feelings changed about...?
- What's different now about...?
- What is the overall effect of...?
- Why did the author...?
- Why is the word... used to describe...?
- Which sentences are...?
- Find an example of a in the text. How does this add meaning?

