Try before you choose your next read

Adaptable across primary; provide accessible texts and oral support

1. Taster A: record the title or description. Explore a manageable section. Choose keep reading / maybe / not for me now. What made you choose?

2. Taster B: record the title or description. Choose keep reading / maybe / not for me now. Note one detail that influenced you.

3. Taster C: record the title or description. Choose keep reading / maybe / not for me now. What would you like to find out?

Try it. Explain it. Check it.

4. Which would you try next? Explain using something you noticed, not a score.

5. Choose a sensible point to pause and decide whether to carry on: a passage, chapter or shared-reading session. You may change your mind.

6. What kind of text would you like offered next time? You can answer by speaking, drawing or writing.

Answers and teaching notes

1–3. Open preferences. Accept an honest response linked to an observed feature, interest, format or access need. Do not grade enjoyment.

A pupil may prefer none of the three. Use that response to offer a different selection rather than require an artificial favourite.

4. Look for a reason grounded in the taster. “I want to find out what happened to the missing key” is one example, not a model to copy.

5. A manageable review point, chosen with the pupil. Avoid a compulsory page target that defeats the purpose of choice.

6. Any appropriate interest or format request. Record only what is needed for classroom provision; no online pupil profile is required.

Teacher preparation: use existing lawful copies; do not reproduce protected book pages in this pack. Offer read-aloud support or home-language material where available.

What to ask next

Ask “What caught your attention?” and offer another text using that clue. The sheet starts a conversation; it is not a reading-level assessment.

Original SkillFlex activity prepared with AI assistance and editorial checks. Not classroom-trialled. Adapt to your pupils; suggested years are flexible.