

**Culgaith C of E Primary School**

# **Reading**

# **Questions**

## **What questions should I ask when reading with my child?**

Even though your child is no longer in Key Stage 1 and they are now more confident in reading, continuing to read with your child when they are Key Stage 2 is still of great importance.

Understanding and comprehension skills are key areas for your child to develop. Not only is it vital that your child retrieves simple factual information from texts, but deduction skills (where the answer is not always clear and they have to 'read between the lines') are important.

These questions are examples of questions to help your child develop their comprehension and understanding skills.

### ***Basic Questions***

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| <ul style="list-style-type: none"><li>• Do you see a word you know?</li><li>• Check the picture</li><li>• What would make sense/sound right?</li><li>• What would you expect to see at the beginning of ... ?</li></ul> | <ul style="list-style-type: none"><li>• Is it like a word you already know?</li><li>• Can you see a word inside the word?</li><li>• Blend this part of the word.</li><li>• Does the sentence make sense?</li></ul> |
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### ***Questions to help reference a book with literal questions***

#### Retrieval questions

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| <ul style="list-style-type: none"><li>▪ Where and when did the story take place?</li><li>▪ What did s/he/it look like?</li><li>▪ Who was s/he/it? Can you name the....?</li><li>▪ Where did s/he/it live?</li><li>▪ Who are the characters in the book?</li><li>▪ What happened after?</li><li>▪ How many....?</li><li>▪ Describe what happened at....?</li><li>▪ Who spoke to ....? Identify who....?</li><li>▪ Can you tell me why? Which is true or false.....?</li><li>▪ Find the meaning of....?</li><li>▪ What is. ... ?</li></ul> | <ul style="list-style-type: none"><li>▪ How does your timeline help you to understand how the subplots are connected? (AF4)</li><li>▪ What happened after...? Whom did she meet on her way to...? Why is this order of events significant?(AF4)</li><li>▪ What impression does the writer give of _____'s character? What makes you feel this? Does this change as the play goes on? (AF6)</li><li>▪ How often do the refuse collectors pick up bottles? How many bins are there in the car park? What does that suggest about people's attitudes? (AF3)</li><li>▪ Look at what happened in.... What does this suggest about.....? What is the author saying about....? How does the author feel about...? (AF6)</li></ul> |
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## **Question to help 'read between the lines'**

### **"Inference and deduction"**

- How did \_\_\_ feel?
- Why did \_\_\_ feel / think \_\_\_?
- Why is \_\_\_ important?
- Comment on a quotation
- Describe your reaction / feeling
- In what ways does \_\_\_?
- Explain...
- Match feelings / thoughts to parts of the story
- If \_\_\_\_\_, which / why?
- Agree or disagree with an opinion. Justify.
- How do we know \_\_\_\_\_?
- What does this tell us about how \_\_\_ is feeling / thinking?
- Have you ever had a similar experience? How did you feel?
- Put yourself in their shoes.
- Hot seat / interview characters
- Who do you know who is like \_\_\_\_\_?
- If you were in \_\_\_\_\_'s shoes what would you do now? (interpret)
- Look at the text and find.... What do you think...?(infer)
- What do you think is happening here? (interpret) What happened in this part of the story? What might this mean? (interpret)
- Through whose eyes is the story told? (deduce)
- Do you know what might happen next? (deduce)
- What do we know about....? (deduce/infer) e.g. Sarah was up the tree in her best frock. What do we know about Sarah? (deduce)
- What could this tell us about the character? (infer)
- What do you think will happen because of ...(infer/deduce depending on text evidence)
- If this was you – how would your friends react? (interpret and deduce)
- How do we know that .....?(deduce/infer- depending on text)
- What was \_\_\_\_\_ thinking as he...? How do you know? (could be any depending on the text)
- From the information, can you devise a set of instructions for...
- Where are the examples to support your view?

## ***Questions about the organisation and structure of the text***

- Where could you find out about... in this book? Where in the book would you find...?
  - Is there another way? What the quickest way?
  - How many levels of headings and subheadings does this book have? Are they statements or do they ask questions?
  - Which engage the reader more effectively?
  - How do headings help you when you scan the text?
  - What do the headings describe?
  - What's the difference between the index and the contents?
  - If you want to find out about... how could you do it?
  - What's the best place to look for information about...?
  - If you can't find information in the contents, where else might you look?
  - If there isn't an entry in the index, what might you do to find out about...?
  - How could I use the search engine to find out about...?
  - Why are the sites found organised in this order? Why are 'hot links' useful?
  - Why are these words useful to the reader?
  - Highlight the words that tell you which order to follow – e.g. first, then, after, finally
  - Why have these words been put in bold? (not-to stand out)
  - (AF5)
  - The writer uses direct speech. In what way is this effective? How
- Can you distinguish between formal and informal style?
- Give 2 ways in which this text is written like a diary/report/discussion etc?
  - What are the features of this text type? How are they appropriate for the purpose of the text
  - What are the main ideas in this paragraph and how are they related?
  - Which idea in this paragraph is linked to the next paragraph?
  - Look at the way this poem is organised. Are there any words that signpost change? What effect does this change have?
  - How does the layout and presentation of this advert help to persuade you to take notice of its campaign?
  - Where in this chapter does the writer give another point of view? How does she signal that she's going to do this?
  - How does it fit in to the presentation of the argument?
  - What was the turning point in the game?
  - Look at the way the sentences are organised. Why has the writer used these repetitive structures? E.g. his hat was... his face was... his expression was... (AF5)
  - How does a question at the beginning of the passage make you want to read on? (AF6)
  - How does paragraph 3 try to influence your view? (AF5)
  - The writer uses direct speech. In what way is this effective? How



does it compare with the other text? (AF6)

- Look closely at the argument, paragraphs, connectives and topic sentences. Could you show how the argument develops? (AF6)

This poem is in traditional form – how does it suit the ideas in the poem? (AF7)

- How is...similar to and different from....?
- Which words indicate that some people think differently about this issue? E.g. however, although, on the other hand.

does it compare with the other text? (AF6)

- Look closely at the argument, paragraphs, connectives and topic sentences. Could you show how the argument develops? (AF6)

- This poem is in traditional form – how does it suit the ideas in the poem? (AF7)

## **Questions about the writer's use of language**

- Which feature does the author use in a (specified) piece of text? Why?
- What does (word/phrase) mean? Why has the author used this phrase/feature? E.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc. Comment on the effect.
- What has the author used in the text to make this character funny/sad/angry/tense? How effective is this?
- How has the author used the text to make the situation or event angry/tense? Comment on the effect.
- Think of another more/less emotive word you can substitute here. What different effect would your word have?
- As a reader, how do you feel about...? How has the author created this feeling?
- Which words and phrases tell you that the author is describing...?
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- How could the meaning be changed by altering the punctuation? E.g. commas, full stops, ellipsis, exclamation marks etc. Comment on the effect.
- Comment on the technical language..... and.....? Explain why the author used it.
- What words/phrases indicate the author's attitude?
- How does the author show that... is important?
- Why has the author used repetition? What effect does it have?
- Why have exclamation marks/italics/capitals been used? How does this affect the way you read it? What effect does this create?
- What is the author's style? What features help you identify this? Why is this style effective in this text?
- What words give you that impression?
- How has the author been humorous?
- What words, phrases or features make you think that?
- How would you explain this... in similar terms/to a younger child?
- How does the metaphor/simile/adjectives/adverbs... help you to understand this text? What makes it effective

### ***Discussing the tone and purpose of the author***

- What is the relationship between the writer and the person who will receive the letter? How do you know?
- Which features give you a clue that this is a formal letter?
- How would this biology be different if the subject had written it? How would the tone/emphasis/mood change?
- Why has the author set out the text like this? Comment on the effectiveness of this style. Could it have been written any other way?
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- How could this be made to sound more friendly and informal? How could this be made to sound more formal and serious? Comment on the effect this has on the reader?
- In this leaflet can you see which bullet points are fact and which are opinion? How do you know?
- Have you noticed that all the way through the writer compares animals with human beings? How effective is this in getting the viewpoint across?
- Find some words that describe how people felt when... What effect does this have?

### ***Relating the text to different contexts and traditions***

#### Retrieval questions

- Where and when did the story take place?
  - What did s/he/it look like?
  - Who was s/he/it? Can you name the....?
  - Where did s/he/it live?
  - Who are the characters in the book?
  - What happened after?
  - How many....?
  - Describe what happened at....?
  - Who spoke to ....? Identify who....?
  - Can you tell me why? Which is true or false.....?
  - Find the meaning of....?
  - What is. ... ?
  - How does your timeline help you to understand how the subplots are connected? (AF4)
  - What happened after...? Whom did she meet on her way to...? Why is this order of events significant?(AF4)
  - What impression does the writer give of \_\_\_\_\_'s character? What makes you feel this? Does this change as the play goes on? (AF6)
  - How often do the refuse collectors pick up bottles? How many bins are there in the car park? What does that suggest about people's attitudes? (AF3)
- Look at what happened in.... What does this suggest about.....? What is the author saying about....? How does the author feel about...? (AF6)

**Identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader**

- Why did the author choose this setting?
  - What do you think the writer's purpose is? How do you know?
  - What did the writer intend by (phrase /sentence /incident... etc)?
  - What is the purpose of this particular paragraph/character/change?
  - Why has the author used humour at this point?
  - Look at the caption and diagram. What does it explain to you? Why does the writer choose to include them?
  - What impression do you think the writer wants to give of this character? Why? What effect does this have on other characters?
  - In this paragraph, what effect does the author want to have on the reader?
  - What is the author's purpose in this piece of text in relation to the plot?
  - From the opening section of the text, what is the writer's opinion of school/the war/animals etc? How does this affect the story/plot/characters/setting etc
  - Which other author handles time in this was e.g. flashbacks; dreams? Which stories have openings like this?
  - Which article/letter would most persuade you to change your mind? Why?
  - By using these words/phrases (.....) what effect has the author had on the reader?
  - How are the two texts different in purpose? What effect does this have on the reader?
  - From these texts, how have the authors presented the information in different ways? Which is the most effective? Why?
  - Whose viewpoint is being presented here?
  - What does the writer want to persuade you to do/think/believe?
  - Who is the advert trying to persuade?
- Can you tell what the author thinks?
- To what extent do you think the author succeeded in...?
  - What is the writer's viewpoint on what she describes in paragraph 4? How do you know?
  - In this leaflet, which bullet points are fact and which are opinion? How do you know/what is evidence? (AF5)
  - All the way through the text/story the writer makes a comparison. What is it and how effective is this in getting the viewpoint across? (AF5)
  - Find some words that describe how people felt when... What effect does this have? (AF5)
  - When he was younger the writer of this book was put in jail for his political views. Do you think this affects the way he presents...?