Questions and Discussion Prompts to develop/support Reading

Petersfield Primary School

Can children;   - Read on sight?   - Use phonic strategies?   - Use textual and grammatical knowledge to self-correct?   - Show awareness of punctuation marks?   - Show accurate and fluent decoding skills?   - Demonstrate understanding in prepared reading?
- Questioning prompts   - Do you see a word you know?   - Check the picture   - What would make sense/ sound right?   - What would you expect to see at the beginning of____?   - Is it like a word you already know?   - Can you see a word inside the word?   - Blend this part of the word.   - Does the sentence make sense?
Retrieval questions   - Where and when did the story take place?   - What word told you that?   - 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 did … do/ask?   - What happened after/at____?   - How many____?   - Describe what happened at____?   - Who spoke to __?   - Identify who____?   - Where did____ go?   - Can you tell me why?   - Which is true or false____?   - Find the meaning of____?   - What does ____ mean?   - What is____?
- How did____ feel?   - Why did ____feel / think____?   - Why is ____important?   - Comment on a quotation   - Describe____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.
- Hotseat / interview characters
- Who do you know who is like _____?

- **Simple comprehension questions**
- 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**)**

- **Some questions to help children deduce, infer and interpret**
- Describe in your own words ____(interpret)
- 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)
- If you were in _____'s shoes what would you do now? (interpret)
- Look at the text and find____What do you think…?(infer)
- 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 point of view?

- **Deduce, infer and interpret – questions to discuss**
- Could this have happened in ____?
- Why, what are your reasons?
- Which events could not have happened?
- If_____ happened, what might the ending have been?
- How was this similar to____?
- What do you see as possible other outcomes?
- Can you explain what must have happened when____?
- What were the motives behind____?
- What was the problem with____?
- What assumptions have you made and why?
- What evidence do you have? Justify your answer. Clarify your reasoning

- **Questions for Non-fiction**
- 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?

- **Questions on organisation**
- 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? (or not-to stand out)
- Who would this information be most useful for?
- 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.
- 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?

- **Questions for cohesion**
- 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?

- **Analysing writers' 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____?
- 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?

- **Register – the tone of the writing**
- 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 one/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?
- 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.

- **Commenting on the writer's purpose and viewpoint.**
- 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?

- **Context Questions**
- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Where there is a different cultural setting - where is the story set?
- What are the features of this setting e.g. language, environment, attitudes?

- What difference does the culture make to how the characters act/react in the story?
- What does this tell us about the way of life within this different culture?
- Which other stories deal with similar issues e.g. social; moral; cultural?
- In other poems by (same author), what common features, such as themes or language, do you notice?
- What do you know about this period in history that helps you to understand the writer's second paragraph/ the author's meaning/ the character's feelings etc?
- How is the heroine/hero in this story similar to others you have read about?

- **Evaluation Questions**
- In the fairy stories that you know, who are the heroes/ villains?
- What have they got in common and how are they different?
- What cultural/ historical/ traditional features add to the success of this story/ piece of writing/ poem/ description etc?
- What evidence do you have to justify your view?
- How is this setting similar to settings in other traditional tales you have read?
- How would this text work in a different cultural/ historical setting?
- Which text is more effective? In what ways?
- How is this text similar to____?
- How is it different from____?

- **Process & Production**
- How do you think the author and illustrator worked together?
- What role would the publisher have had?
- What influences might have caused the author to make changes?
- What are the links, if any, to texts by the same author?
- What would he have needed to know/ what research would be needed before writing the text?