# Talk for Reading: Reading Collaborative work group 2016 - 2017

## Asking Questions to Support Comprehension: KSa

We have divided these into the eight KS2 reading content domains, which we have renamed as reading skills/characteristics. You can use these reading skills as learning objectives in your lesson and exp; ain them to the children to support them in developing transferrable reading skills between texts. We have included suggestions for questions you might ask in a guided group as well as additional discussion prompts that might support the children in their independent discussions about the books they are reading.





# LANGUAGE LEARNER

KSA Content Domain AA



Explain the meaning of words in context.



## FABULOUS FINDER

KSA Content Domain AB

Retrieve/record information or identify key details from fiction and non fiction texts.



# REMARKABLE REMEMBERER

KSA Content Domain AC

Summarise the main ideas from more than one paragraph. (NB KSQ focus is on Summarising, KS1 is on Sequencing)



## INVINCIBLE INFERRER

KSA Content Domain AD

Make inferences from the text. Explain and justify inferences with evidence from the text.



## POWERFUL PREDICTOR

KSA Content Domain AE

Predict what might happen from the details stated and implied.



## CLUE COLLECTOR

KSA Content Domain AF

Identify and explain how information / narrative content is related and contributes to meaning as a whole.



#### WORD WIZARD

KSA Content Domain AG

Identify or explain how meaning is enhanced through the choice of words and phrases.



# Curious Comparer

KS2 Content Domain 2H

Make comparisons within the text.



# LANGUAGE LEARNER

KS2 Content Domain 2A

## Explain the meaning of words in context.

Y3/4 comprehension curriculum statements | Y5/6 comprehension curriculum statements checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

using dictionaries to check the meaning of words that they have read

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

identifying and discussing themes and conventions in and across a wide range of writing

## Question examples for teachers to ask:

Find and copy...

Why did the author choose to use this word here?

Which words help you to understand more clearly what is happening?

Highlight a key word or phrase: what effect has the author created?

What other words/phrase could the author have used to mean xxx?

What antonyms could you use to describe the character?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol 🤏 on them.



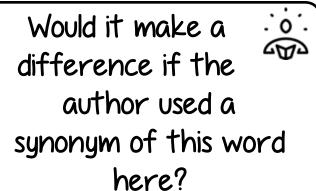




Which words describe the main characters?



Find three significant words that tell you what is happening in this section.







Are there words which you would only find in this genre of text?





Are there words joing you don't know the meaning of? Find the definitions then write a sentence about the book using the word.

Make a list

of tricky or interesting
words you would like to
discuss.



Which words does the author use to help you imagine what the setting is like?



Which words are precise, technical terms?

(for example, water vapour, chronological, gravity)



# FABULOUS FINDER

KSA Content Domain AB

Retrieve/record information or identify key details from fiction and non fiction texts.



Y3/4 comprehension curriculum statements | Y5/6 comprehension curriculum statements identifying main ideas drawn from more than one paragraph and summarising these

retrieve, record and present information from nonfiction

retrieve and record information from non-fiction asking questions to improve their understanding of a

asking questions to improve their understanding of a text

Question examples for teachers to ask:

Where is the best description of the setting?

How do you know when the story is set?

How can you tell who the main characters are?

What is happening on this page?

Is what is on this page important to the whole book?

Are these statements true always, sometimes or never? (prior prep needed for this one)

Are these statements true or false? (prior prep needed)

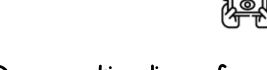
Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol 🤏 on them.







List three main events or details from this book.

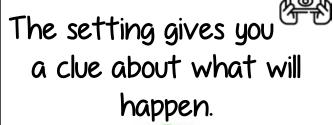


Draw a timeline of events from this story.





Think of some questions to ask someone else about what is happening in the book.







The main characters are introduced first.





The blurb and the first page tell you all you need to know about what sort of book it is.





The contents page is the most important one in a book.





Choose a character or theme from the book and find three things the author says about them.





# REMARKABLE REMEMBERER

KSA Content Domain AC

Summarise the main ideas from more than one paragraph. NB KSA focus is on Summarising, KS1 is on Sequencing)

identifying main ideas drawn from more than one paragraph and summarising these

retrieve and record information from non-fiction

Y3/4 comprehension curriculum statements | Y5/6 comprehension curriculum statements explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

#### Question examples for teachers to ask:

Write a summary of the book that will fit on a sticky note/postcard.

Are there any sections of the book that deal with exactly the same thing?

Which is the most significant part of the book?

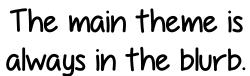
Why does xxxx do xxxxx at the start of the story?

(Prior prep: make a set of cards of events in the story) - Are there any bits missing? What is? Where does it go?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol 🎾 on them.











The actions of the main character always make someone else in the book change.





Books always have more good characters than bad ones in them.





The setting of a book always changes during the story.





The chapters or sections in non fiction books never refer to each other.





The contents page is the most important one in the book.





Summarise the book or chapter.



The main theme is there in every chapter or section of the book.







# INVINCIBLE INFERRER

KSQ Content Domain QD



## Make inferences from the text. Explain and justify inferences with evidence from the text.

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Y3/4 comprehension curriculum statements | Y5/6 comprehension curriculum statements drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

learning a wider range of poetry by heart

distinguish between statements of fact and opinion

#### Question examples for teachers to ask:

Why do you think .... ?

How do you know that .... ?

Can you explain why .....?

What did the writer mean by ....?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol 20 on them.





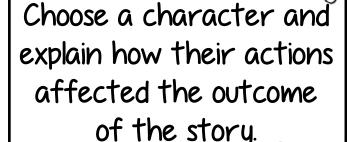
Find some evidence that shows what the characters think about each other.



Write the thoughts the main characters in each chapter. If they change, why do they?



Write questions you'd ike to ask a character if you could meet them, about their motives.





Do any of the characters' feelings change over the course of the story?





Are there any facts about the setting or events in the book which you need to know before you can understand it?





How does the author's choice of verb to describe how things are said help you to understand what characters are feeling?





Retell an event in the book from the point of view of one of the characters.

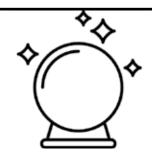




# POWERFUL PREDICTOR

KSA Content Domain AE

# Predict what might happen from the details stated and implied.



predicting what might happen from details stated and implied

Y3/4 comprehension curriculum statements | Y5/6 comprehension curriculum statements predicting what might happen from details stated and implied

## Question examples for teachers to ask:

What clues does the front cover / first sentence / chapter headings give you about what will happen?

Can you think how a similar book ended? Does this help you think about what will happen next?

What do you think will happen? Why do you think this?

Can you think of other sections or chapters that might go into the book? (non fiction especially)

Who will come out of this sitation the best? How do you know? How can the issue of xxxx be resolved?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol 20 on them.





There's a saying that you should never judge a book by its cover. Which clue has helped you predict the ending from the cover?



All fiction books have a happy ending.







Every dilemma in a story is resolved.





The front cover and the blurb tell me everything that's going to happen in the book.





What had already happened before the book started?



A chapter always ends with a clue about what's going to happen next.





Discuss what will happen next then read on together. In what ways was your prediction similiar or different to what happened?

Are there any cliffhanger endings in the story?







# CLUE COLLECTOR

KSA Content Domain AF

Identify and explain how information / narrative content is related and contributes to meaning as a whole.



Y3/4 comprehension curriculum statements identifying how language, structure, and presentation contribute to meaning

Y5/6 comprehension curriculum statements reading books that are structured in different ways and reading for a range of purposes

reading books that are structured in different ways and reading for a range of purposes

Question examples for teachers to ask:

How do you know that a character is funny/nice/nasty in the book?

What is similar/different about ...?

This part of the book is important because ....?

Why do you think the page is set out this way?

Why do you think this piece of information has been included?

Is there an "Aha!" moment which is significant in the story?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  $\bigcirc$ 0 on them.





How would you rearrange the information on this page to improve it?



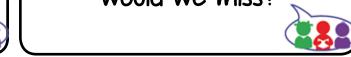
In this part of the book, which part of the story is told by the pictures and which part is told by the words?



In this book, how do the pictures and the text relate to each other?



If you covered up the pictures on this page/ in this book, what important information would we miss?



If you covered up the text on this page/ in this book, what important information would we miss?



If you could add one picture or diagram to help a reader understand this page better, what would it look like?

Compare two versions of the same story. Which do you prefer and why?



What has been done to make this page interesting or appealing to the reader?



## WORD WIZARD

KSQ Content Domain QG

Identify or explain how meaning is enhanced through the choice of words and phrases.



Y3/4 comprehension curriculum statements | Y5/6 comprehension curriculum statements dentifying how language, structure, and presentation contribute to meaning discussing words and phrases that capture the reader's interest and imagination

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

## Question examples for teachers to ask:

What effect does this line of text have on the reader?

What do you think the writer was trying to do when they chose to use this word?

How does this word help you to understand the character/setting?

Is there a mood that's prevalent in this section? Which words help you to know that?

Why is this word significant?

Are there any words or phrases repeated in the text? What does this mean?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol a on them.





Authors use more words to describe feelings than objects.





You could swap one word for another with a similar meaning and it doesn't make any difference to the text.





Authors repeat things to make you notice them.





Authors and Poets use certain words to trick you into feeling a certain way.





The words the sauthor chooses helps me to understand a character.





Words used to Paragraphic are always different to words used to describe characters.





Choose some

descriptive words from

the text and find synonyms

and antonyms for them.

Would using a synonym

change what the author

wanted you to know?

Which words
really captured your
imagination in this
section? Why?





# Curious Comparer

KSQ Content Domain QH

#### Make comparisons within the text.

Y3/4 comprehension curriculum statements identifying themes and conventions in a wide range of books asking questions to improve their understanding of a text

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others sau.

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

recognising some different forms of poetry offer example, free verse, narrative poetry Y5/6 comprehension curriculum statements recommending books that they have read to their peers, giving reasons for their choices

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books or textbooks.

Making comparisons within books.

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteouslu

provide reasoned justifications for their views

#### Question examples for teachers to ask:

What are the common themes in the book?

How is it similar/different to?

Is it better than ...?

Compare two characters/themes in the text.

Have you read anything else by the same author/poet/in the same series?

Can you think of other books with a similar theme?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements.

These debate statements have the symbol 🤏 on them.







Who changes most in the story? Why?



The pictures III always have the same purpose as the text in a book.





Number 3 is always significant in fairy tales.





Non fiction books always have similar layouts or formats.





Stories always have something about good and evil in them.





Characters are either all good or all evil.





Books written by the same author always have similarities.





Stories always have a moral.





