

Talk for Reading: Reading Collaborative work group 2016 - 2017

Asking Questions to Support Comprehension

KS1

We have divided these into the five KS1 reading content domains, which we have renamed as reading skills/ characteristics. You can use these reading skills as learning objectives in your lesson and explain 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

KS1 Content Domain 1A

Draw on knowledge of vocabulary to understand texts.



FABULOUS FINDER

KS1 Content Domain 1B

Identify/explain key aspects of fiction and non fiction texts, such as characters, events, titles and information.



REMARKABLE REMEMBERER

KS1 Content Domain 1C

Identify and explain the sequence of events in texts.
(NB KS2 focus is on Summarising, KS1 is on Sequencing)



INVINCIBLE INFERRER

KS1 Content Domain 1D

Make inferences from the text.



POWERFUL PREDICTOR

KS1 Content Domain 1E

Predict what might happen on the basis of what has been read so far.



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LANGUAGE LEARNER

KS1 Content Domain 1A



Draw on knowledge of vocabulary to understand texts.

Y1 comprehension curriculum statements

Discussing word meanings, linking new meanings to those already known.

Checking that the text makes sense to them as they read and correcting inaccurate reading

Explain clearly their understanding of what is read to them.

Y2 comprehension curriculum statements

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Discussing their favourite words and phrases

Checking that the text makes sense to them as they read and correcting inaccurate reading

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Drawing on what they already know or on background information and vocabulary provided by the teacher

Question examples for teachers to ask:

What does this word xxxxx tell you about a character or setting?

Which words tell you about the plot?

Find and copy the word that means...

How has the writer made you and/or a character feel? Can you find the words that made you feel that way?

Highlight a phrase that you like: what effect has the author created?

Use the small question cards either as extra questions for you to ask, or give to the children to ask each other in group discussion.





Find a word that's new to you.
What does it mean? Can you
say 2 different sentences
using the word?



Find words which describe
one of the characters in the
book.



Is there anything on
the page that tells you
which words are important
ones?



Find a word that describes
the setting or the weather.



Find an adjective. Can you
think of any other word
that might do instead of this
one?



Is there anywhere where a
word has been used more than
once on a page? Why is that?



Which words tell you what
people are thinking?



Find and copy a word
which means/means the same
as...



FABULOUS FINDER

KS1 Content Domain 1B



Identify/explain key aspects of fiction and non fiction texts, such as characters, events, titles and information.

Y1 comprehension curriculum statements

Recognising and joining in with predictable phrases

Y2 comprehension curriculum statements

Recognising simple recurring literary language in stories and poetry

Being introduced to

non-fiction books that are structured in different ways

Question examples for teachers to ask:

Tell me what happened in the book.

What was the main event?

Who are the characters?

How do you know that ?

How do the title/chapter headings/glossary/index help you find information in this book?

Which part of the text should I use to find xxx?

Are these statements true always, sometimes or never? (NB this needs prior prep!)

Are these statements true or false? (Prior Prep needed!)

Use the small question cards either as extra questions for you to ask, or give to the children to ask each other in group discussion.





Which is the most important picture in the book?



Make up some true or false statements about the book and try to trick your group!



Think of 3 questions to ask your group about the book.



Without doing any reading, how do you know by looking that this is a fiction book or a non fiction book?



Would it matter if you swapped some of the pages around?



Why did the author choose this title? Can you think of an alternative?



Who is telling the story?



What was ----- doing when -----?



REMARKABLE REMEMBERER

KS1 Content Domain 1c



Identify and explain the sequence of events in texts.

Y1 comprehension curriculum statements

Becoming very familiar with key stories, fairy stories and traditional tales, Retelling them and considering their particular characteristics

Learning to appreciate rhymes and poems, and to recite some by heart

Participate in discussion about what is read to them, taking turns and listening to what others say.

Y2 comprehension curriculum statements

Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Question examples for teachers to ask:

What happens at the beginning/end of the story?

Sort the images/sentences into order.

Summarise the story in 30 words.

How does xxx feel//what do they do in the middle of the story?

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 question cards either as extra questions for you to ask, or give to the children to ask each other in group discussion.





Did the most important thing in the book happen at the end?



Draw a timeline of events in the story.



Tell the story to a friend.



Who are the main people in the story?



Where is the story set?



What is the most important thing in the book?



Where's your favourite part of the book?



Are there any things that happen more than once in the book?



INVINCIBLE INFERRER

KS1 Content Domain 1d



Make inferences from the text.

Y1 comprehension curriculum statements

Making inferences on the basis of what is being said and done

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Being encouraged to link what they read or hear read to their own experiences

Y2 comprehension curriculum statements

Making inferences on the basis of what is being said and done

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Answering and asking questions

Question examples for teachers to ask:

How does xxxxx feel in this bit? How do you know?

Why did the author xxxxxx ?

What makes you think that xxxxx ?

How did you feel about xxxxx ?

Can you explain why xxxx ?

Why did xxxxx?

Who would you most like to meet from this story? Why?

Is there a place in this book where you know something that the character doesn't? How did you get the information?

What emotion do you have when you read this page? Why?

Do you feel sorry for or cross with anyone in the book?

What did you learn from XXXX?

Use the small question cards either as extra questions for you to ask, or give to the children to ask each other in group discussion.





Which is the most important character in the book? Why?



Was there a surprising thing in the book?



What is the best and worst thing about this book?



Do the faces of the characters always have the same expression? Why?



What are the characters thinking? Are their thoughts the same on every page?



Choose a page. What is in the picture that is not in the text? Why is there a difference?



Who you like best and who do you like the least? Why?



Is there a place in this book where you know something that the character doesn't? How did you get the information?



POWERFUL PREDICTOR

KS1 Content Domain 1e



Predict what might happen on the basis of what has been read so far.

Y1 comprehension curriculum statements

Predicting what might happen on the basis of what has been read so far

Discussing the significance of the title and events

Y2 comprehension curriculum statements

Predicting what might happen on the basis of what has been read so far

Question examples for teachers to ask:

What clues does the front cover give you about what will happen?

What information does this sentence/paragraph give you about what might happen next?

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

Can you think of a story that has a similar theme/character?

Do you think this story will end in the same way?

When might someone use this book and why?

Use the small question cards either as extra questions for you to ask, or give to the children to ask each other in group discussion.





(Before reading) Why do you think this picture has been chosen for the cover?



Why do you think the author wrote this book?



Do you know what's going to happen in the book?



Can you tell if this is a fiction book or a non fiction book before you open it?



Will everyone in the book be happy at the end of it?



Will you have learned anything when you have read the book?



Do the pictures give you clues about what will happen on the page?



Have you read another book like this one? What happened at the end? What do you think might happen at the end of this one?

