Some useful questions linked to key AFs for developing readers

KEY QUESTIONS / PROMPTS for AF1
Use a range of strategies, including accurate decoding of text, to read for meaning.
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?
Question prompts to develop Assessment Focus 1 ▪ 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?

KEY QUESTIONS / PROMPTS for AF2
Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
Question prompts to develop Assessment Focus 2 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. ... ?

More examples that link AF2 to other AFs

- 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? (AF6)
- Look at what happened in.... What does this suggest about.....? How does the author feel about...? (AF6)

KEY QUESTIONS / PROMPTS for AF3

Deduce, infer or interpret information, events or ideas from texts

- 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 _____?

<u>Simple comprehension questions</u>

- 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...

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

More examples that link AF3 to other AFs

- In this part of the play, what do you think the character feels about...? How can you tell from their speech/implied actions? (AF5)
- What does this information suggest about people's attitudes?
- Which part of the story best describes the setting? What words and/or phrases do this? (AF5)

Whole text questions for AF3

- Do you remember what..... did the first time? In the light of what you know now, why do you think he felt so angry?
- Look at the whole text. You've identified several problems. Which one is the most difficult to solve?
-

KEY QUESTIONS / PROMPTS for AF4

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

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? (not-to stand out)
- Who would this information be most useful for?
- How is...similar to and different from....?

Questions for cohesion

- What are the main ideas in this paragraph?