

# Effective Questions for Reading

## KEY STAGE 1 (Years 1/2)

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

## KEY STAGE 2 (Years 3-6)

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

## 4 key types of question

<b>Closed</b> Implies that teacher has the 'correct' response in mind	<b>Open</b> Allows for a range of responses
<b>Literal</b> Recall of simple facts or simple comprehension – the answer is clearly stated within the text	<b>Higher Order</b> Encourages children to think and often is based on interpretation of the text.

## Strategies to develop book talk

- encourage children to extend their ideas – *say a little more about ....*
- echo what the children have said to show you have listened to their opinions – *so you think that...*
- make contributions from own experience – encourages children to offer contributions of their own – empathise / identify with characters / situations – *I remember*
- Clarify ideas – makes key points explicit and encourages children to consider why they think what they think - *I can tell that it is the case that ....because....*
- make a suggestion – encourages children to question what you say agree / refute your idea – *I'm not sure but I think that ....*
- reflect on topics – encouraging children to value thinking time and see that there may be more than one interpretation / answer - *I can see that but have you thought about ....*
- Provide additional information that might help – *I know that this author writes other books about .... / I know that later in the story ....happens*
- Speculate – encourages children to offer speculations – *I think that / it could be / Might it be that ....*

## Key Stage 1

1a –draw on knowledge of vocabulary to understand texts

What does ..... mean?

What word in the text tells you / describes ...?

Find the word(s) which tells you that...

What do these words ....tell us about....

Which word tells us how ... was feeling?

1b – identify / explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information

*First story questions – who what why when? Fact collecting*

What does ...do?

What happened to / when ..?

Give two things that happened?

Tell me what ...did?

What could ....see/ hear/ taste?

What did ....?

How did / do ....?

Where did / was...?

When did / do / were...?

Describe.....

Why did / does / were ...?

What had.....?

What is good / bad about....?

Tell me ...things about .....

What did you learn about .....

1c – identify and explain the sequence of events in a text

What order did ...happen?

Put the events of the story in order

What happened after / before....?

Why has the information been presented in this order?

Why does each instruction have a number?

What happened at the beginning/ middle / end?

Who .....first?

When did ....happen?

What do you do after ...?

Can you retell the story?

Can you tell me how to ...?

What do you do first / last?

What happened when ...?

1d – Make inferences from the text

*Second story questions –how and why*

*Explaining reasons for opinions given*

What kind of ....was it? <small>when answer not explicitly stated</small>
What was....doing? <small>when answer not explicitly stated</small>
Why did.....?
How did.....?
How can you tell.....?
Why do you think that ..... was feeling ...?
How do you know that ....?
How might...?
Why might...?
What could...?
What words tell us that ...?
What does ...think / feel?
When is this story set?
How do you know?
Why do you think that?
What does ...think?
Why did ...behave like that?
Why is that event important in the story?
How was ... different after ... had happened?
Explain why you think that...?
What is the same/ different about ...and ...?

1e – Predict what might happen on the basis of what has been read so far

*Third story questions – speculating*

*Explaining reasons for opinions given*

What might happen next?
What would you do next?
How might this story end?
What information might we learn?
What do you expect to happen?
Explain why you think that is going to happen?
Who do you think is going to .....?
Who is most important in this story?

## **Key Stage 2**

2a Give / explain the meaning of words in context

What does ..... mean?

What word in the text tells you / describes ...?

Find the word(s) which tells you that...

What do these words ....tell us about....

Which word tells us how ... was feeling?

What does the word ...mean in this sentence / context?

Can you think of another word we could use instead of ....?

What do these words tell you about the ...?

Which other words tell you that ....was ....?

2b Retrieve and record information/ identify key details from fiction and non-fiction

*First story questions – who what why when? Fact collecting*

How would you ....?
According to the text what /when/why...?
How can you tell that ..?
Who / what/ why/ when/ where/ which...?
Is it true that ...?
where in this book would you find...?
What do you think has happened in this story?
Who is the narrator in this story?
What does ...do?
What happened to / when ..?
Give two things that happened?
Tell me what ...did?
What could ....see/ hear/ taste?
What did ....?
How did / do ....?
Where did / was...?
When did / do / were...?
Describe.....
Why did / does / were ...?
What had.....?
What is good / bad about....?
Tell me ...things about .....
What did you learn about.....?

2c Summarise main ideas from more than one paragraph

What is the key point in the chapter?
Tell me in a sentence what you have found out?
What happened in this story?
What was the most important thing that happened in that chapter?
What order did ...happen?
Put the events of the story in order
What happened after / before....?
Why has the information been presented in this order?
Why does each instruction have a number? What happened at the beginning/ middle / end?
Who .....first?
When did ....happen?
What do you do after ...?
Can you retell the story?
Can you tell me how to ...?
What do you do first / last?
What happened when ...?

2d make inferences from the text / explain and justify inferences with evidence from the text

*Second story questions –how and why*

*Explaining reasons for opinions given*

Why does / is ....?
How do we know that ....?
What words tell / show/ imply that ...?
Explain how ...felt?
Is this fact or opinion?
How has the writer made you think ...?
How do these words make you feel about ...?
What gives you the impression that...?
What do you think the writer intended...?
What kind of ....was it? <i>when answer not explicitly stated</i>
What was....doing? <i>when answer not explicitly stated</i>
Why did.....?
How did.....?
How can you tell.....?
Why do you think that ..... was feeling ...?
How do you know that ....?
How might...?
Why might...?
What could...?
What words tell us that ...?
What does ...think / feel?
When is this story set?
How do you know?
Why do you think that?

What does ...think?

Why did ...behave like that?

Why is that event important in the story?

How was ... different after ... had happened?

Explain why you think that...?

What is the same/ different about ...and ...?

2e Predict what might happen from details stated and implied

Third story questions – speculating

Explaining reasons for opinions given

Based on what you have read so far – what might happen?

How do you think the story will turn out?

What is going to happen next? why?

What does this suggest is going to happen?

How do you think this will end?

What other information might you learn from this book?

Do you think you are going to find this text useful – why / why not?

What evidence supports what you think?

Given that this has happened how might that effect the rest of the story?

What might this character think about (*give a different scenario to one found in the book*)?

What might happen next?

What would you do next?

How might this story end?

What information might we learn?

What do you expect to happen?

Explain why you think that is going to happen?

Who do you think is going to .....?

Who is most important in this story?

2f Identify / explain how information / narrative content is related and contributes to meaning as a whole

How has the layout helped the reader?

How do we know that time has passed?

Are these chapters/ sections/ paragraphs linked in any way?

What style of writing has been used?

Has the author adopted a tone/ style of writing? Why?

Why has that font / picture been chosen at that point?

What tense are we in?

Are there any recurring patterns / themes in the book?

How do we know this book has been written by the same author as that one?

What sort of book would you expect this author to write? Why?

2g Identify / explain how meaning is enhanced through choice of words and phrases

What does the use of ...tell you about ...?

What other words have been used to suggest ....?

Why did the writer decide to use that word / phrase?

Why do you think the author chose that setting?

Has the author chosen any words for impact and effect?

What difference would it have made if the author had chosen to use (*insert word*) instead of that (*insert word*)?

2h Make comparisons within the text

How has the characters behaviour changed?

How did you feel about ...then... and now?

Which chapter was the best in your opinion?

How were the different characters presented throughout the story?

Are there any patterns or common themes running through the text?

How does the author link all the aspects of the story together?