

## Questioning To Support Reading Comprehension

### AF 2 - Direct Retrieval of Information

Understand, describe, select or retrieve information with direct reference to the text.

- Encourage children to describe, retell and locate.
- Model the above, making references to, and quoting from the text.

#### Example Questions for AF 2:

Type of Question	Example
What does ..... mean?	<i>What does 'smartly' mean?</i>
Can ..... have more than one meaning?	<i>Can 'light' have more than one meaning?</i>
What happened at .....?	<i>What happened at the beginning?</i>
What did the ..... do?	<i>What did the bear do?</i>
Which word told you that .....?	<i>Which word told you that this is not the first comic strip about Superkid?</i>
Where did ..... go?	<i>Where did peter Rabbit go?</i>
Describe .....	<i>Describe the Giant. Describe the house they found.</i>
Which paragraph tells you .....?	<i>Which paragraph tells you they were out of the bear's reach?</i>
Where are .....?	<i>Where are the main places you can see superheroes now?</i>
Why do .....?	<i>Look at page 10. Why do people like superhero adventures?</i>

### AF 3 - Deduce, Infer or Interpret Information

Deduce, infer or interpret info, events or ideas from texts. Use the subtler clues, interpreting sub-text and reading 'between the lines'.

- Encourage children to compare, contrast and infer.
- Model the above by making reference to, and quoting from the text.
- Answers should be based on what is implied or suggested in the text.

#### Example Questions for AF 3:

Type of Question	Example
How did ..... ?	<i>How did Lyddie know the others had reached safety?</i>
What words tell us ..... ?	<i>What words tell us the writer of this letter is a child?</i>
Why did.....?	<i>Why did Lyddie have her back to the family?</i>
What did the ..... do?	<i>What did the bear do?</i>
What does the word ..... imply about .....?	<i>What does the word 'plush' imply about the owner of the house?</i>
What ideas are we given about .....?	<i>What ideas are we given about fox hunting in this article?</i>
What does ..... think?	<i>What does the author think about the Roman Army?</i>
How did ..... react?	<i>How did Charles react to the danger?</i>
How was ..... different after .....?	<i>How was the atmosphere in the home different before and after this moment?</i>
Why is ..... important?	<i>Why is the ladder important in this story?</i>

#### AF 4 - Identify and Comment on Structure and Organisation

Identify and comment on structure and organisation of texts.

- Comment upon authors' use of structure, organisation, grammar and presentation. (Often but not always relates to non-fiction texts)
- Highlight the layout features and language features of different texts e.g. paragraph labels, headlines, pictures with captions, bullet points, navigational features such as contents page, numbered points, index, sub-headings, titles, arrows etc.

#### Example Questions for AF 4:

Type of Question	Example
What is the purpose of .....?	<i>What is the purpose of the pictures on pages 6 and 7?</i>
How does the layout help .....?	<i>How does the layout help the reader?</i>
Why is..... in .....?	<i>Why is this paragraph in bold/italics?</i>
Why are..... used?	<i>Why are the sub-headings on page 9 used?</i>
Why has .....?	<i>Why has the information been presented in this way?</i>
In what ways is ..... like .....?	<i>In what ways is Superkid like a superhero?</i>
Why is it easier to read .....?	<i>Why is it easier to pick out key points of information from the fact boxes?</i>
Why did the author choose to .....?	<i>Why did the author choose to change paragraph after this sentence?</i>
Why did the author use .....?	<i>Why did the author use a different font for the postcard?</i>

#### AF 5 - Writers' Use of Language

Explain and comment on writers' use of language.

- Identify author's intentions, e.g. 'it makes me imagine...', making references to, and quoting from the text to support statements.
- Use reading journals/Magpie Books to collect and comment upon imagery e.g. descriptive language, similes etc.
- What atmosphere has the writer established? How?

#### Example Questions for AF 5:

Type of Question	Example
Explain why ..... is used	<i>Explain why two different spellings of Superkid are used?</i>
Why does the writer compare ..... to .....?	<i>Why does the writer compare Hadrian's Wall to a molehill?</i>
What does ..... tell you about .....?	<i>What does "a great armour-plated centipede" tell you about the wall?</i>
Why did the author use ..... ?	<i>Why did the author use this simile?</i>
How does ..... help you to understand?	<i>How does the comparison help you to understand the behaviour of the character?</i>
Why are ..... used?	<i>Why are mis-spellings used in this advertisement?</i>
How has the choice of words created a feeling of .....?	<i>How has the choice of words created a feeling of panic?</i>
What do phrases such as ..... tell you?	<i>What do phrases such as "it is probably true to say..." tell you?</i>
Why did the author choose the verbs ..... And .....?	<i>Why did the author choose the verbs "creeping" and "tickling"?</i>

**AF 6 - Writers' Purposes and Viewpoints and the Effect on the Reader**

Identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.

- Encourage children to explain the purpose of the text and the author's intent, picking out key pieces of evidence to support their views.
- Useful texts to explore may include persuasive articles/arguments e.g. articles for local community issues e.g. 'Save our Playground', Information encouraging people to recycle etc.

**Example Questions for AF 6:**

Type of Question	Example
Was this text trying to ..... ?	<i>Was this text trying to persuade you to watch the film?</i>
Does the author like ..... How do you know?	<i>Does the author like spiders? How do you know?</i>
How were the purposes of the texts different?	<i>Look at page 10. Why do people like superhero adventures?</i>
What can you tell about the viewpoint of the author?	<i>Look at page 10. Why do people like superhero adventures?</i>
Why were ..... included?	<i>Why were quotations from Joe Millar and Corole Parker included in this article?</i>
Which text do you think is more/most effective?	<i>Both of these texts try to make you care about Whales. Which is more effective?</i>
Which text is .....?	<i>Which text is giving the writer's own impression?</i>
Look at the descriptions of 3 people. Who is most likely to buy this book?	
In what kind of magazine would you expect to find an article like this?	

**AF 7 - Social, Cultural and Historical Contexts and Literary Traditions**

Relate texts to their social, cultural and historical contexts and literary traditions e.g. traditional tales, stories from other countries/cultures, stories set in the past etc.

- Children to call upon their knowledge of the appropriate setting/historical context when discussing a text/answering questions.
- Encourage children to link popular culture and stereotypes to characters and themes in their reading e.g. traditional themes: good Vs evil etc.

**Example Questions for AF 7:**

Type of Question	Example
In what ways is ..... like .....?	<i>In what ways is Superkid like a superhero?</i>
Which features could ..... have?	<i>Which three of the eight superhero features on page 9 could an ordinary person have?</i>
Give two pieces of evidence that .....	<i>Give two pieces of evidence that this is a modern story.</i>
How did you know ..... ?	<i>The story began "Once upon a time". How did you know that there was likely to be a happy ending?</i>
What is it about ..... that tells you .....?	<i>What is it about the language choices that tells you it was written a long time ago?</i>
Why does ..... Ask ..... to .....?	<i>Why does Mother ask Clara to look after Maxi?</i>
Could ..... be described as ..... ?	<i>Could Kevin be described as a "loner"?</i>
What else might make ..... sad/angry?	<i>What else might make the teacher angry?</i>
What other reason could there be for .....?	<i>What other reason could there be for the town being quiet on Sundays? Where might the children be?</i>