

Year 5 & 6 Reading Questions/Prompts

STRAND 1 Comprehension	STRAND 2 Making Inferences	STRAND 3 Language for Effect	STRAND 4 Themes and Conventions
How do you know that * was upset? Write three things that you were told about the dark shack in the woods. What did Kate have to do in order to read the letter accurately? What was revealed at the end of the story? Give two reasons from the text about why it is important that people behave with respect. According to the text, how did the villages locate the treasure?	Why might the family have felt disappointed by the decision? Use evidence to support your answer. Why might Kelly have felt disheartened at the end of the story? Use evidence to support your answer. Why were the animals <i>curious</i> and <i>afraid</i>? Which character do you think would volunteer first? How do you know? Use evidence to support your answer. How does the first paragraph suggest that the characters are feeling anxious? Use evidence to support your answer.	What impression does the adjective 'glistening' have about the water? Explain what the adjective 'bustling' tells us about the market square. What did the poet intend by using the phrase 'perching at the edge of'? Find and copy the word meaning the buildings were close together. What does the phrase a 'in a flash' suggest about the movement of the rocks?	What is the main message of the poem? What do the villagers' actions tell you about life in 1917? Who is the intended audience of the section headed 'Dos and Don'ts for your Child'? Why are italics used on the word <i>prohibited</i>? Why do you think the author used sub-headings in the brochure? Give two reasons how the text's layout makes it easy to find information quickly.

Year 3 & 4 Reading Questions/Prompts

STRAND 1 Comprehension	STRAND 2 Making Inferences	STRAND 3 Language for Effect	STRAND 4 Themes and Conventions
How tall is the structure? What would a visitor have to do in order to purchase a ticket? Why did William choose to travel in a group and not on his own? Name two different vehicles that are used as transport. Explain why the planet Mars is red. What did ... do ...?	How do you think Lucy felt stepping out onto the platform? Do you think it's fair that the bicycles have been banned? If the journey continued, where do you think the group would travel to next? Why do you think Jess says her friend is the most popular in school? Give one reason. Can you explain why ...? What would have happened if the child had stayed behind the wall instead?	Look at the first sentence – what does the word 'accused' say about how Luke asked the question? What does the word 'irritated' say about how Grandma felt? Copy a word that tells us how Matthew felt about the holiday. Give one reason why the author describes the beach as 'deserted'. Why has the author included ...? Which one word describes how cross Jake was?	What time of the year is the first section of the poem written in? How do you know? Why do you think the author has used bullet points to write about the recipe? What title would you give this leaflet? Why did the writer decide to number the sentences (1-5)? How else could the writer have displayed paragraph 2 to make it easier to read? How does the diagram help the reader to make the cake?

Year 1 & 2 Reading Questions/Prompts

STRAND 1 Comprehension (AF2)	STRAND 2 Making Inferences (AF3)	STRAND 3 Language for Effect (AF5, AF6)	STRAND 4 Themes and Conventions (AF4, AF7)
Name the main characters. What do you think is happening here? What might ... mean? What happened to ... in the story? Who is telling the story? How do you know? Has the author used adjectives to make this character funny, sad, happy? Identify them. Can you recall where the story takes place? What do you think will happen next? How do you think the story might end? Retell the story so far.	What makes you think that ...? Can you explain why ...? What do these words mean ...? Why do you think the author chose these words ...? How do you think the character feels?	What does the word ... tell you about ...? Find 2 ways the author tells you ...? What does the word/phrase ... tell you about the character/setting/mood? The author uses words like ... to describe ... What does this tell you about ...? Which words are most important? Why? Find a word which means . . .	Identify what the theme of the story is. Can you think of any story which has same/similar theme? Which other stories have openings/endings like this? Why do you think the author chose to use ...? How does the title/front cover/blurb/layout encourage you to read on? How does the layout/page/chapter help you find information quickly? Why has the author written in this way? How could ... be improved? Did you like this book? Why/ why not?

EYFS Reading Questions/Prompts

STRAND 1 Comprehension (AF2)	STRAND 2 Making Inferences (AF3)	STRAND 3 Language for Effect (AF5, AF6)	STRAND 4 Themes and Conventions (AF4, AF7)
What happened on this page? Where does the story happen? Tell me something about a character/setting. Name the main characters. What do you think this book is about? How do you know? What was your favourite part of the story?	How did the character feel about...? Can you say why you think that...? How do you feel about ...? What could this word mean...? Why do you think the story is set here? Why do you think the girl was wearing a coat?	What word/s tell you...? Can you think of another word the character could have said? Why does the story say that it is cold? Why does the author use the word ...? Does this word mean the same as...? What word would you use to describe the...?	Can you spot any rhyming words in the poem? What can you see on the front cover? Does the front cover tell you what story is going to be about? How do you know? Where does it tell you that ...? How do the pictures explain ...? Who do you think ... is for?