

SUGGESTED LKS2 READING COMPREHENSION QUESTIONS

FLUENCY SKILLS

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

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?

CHECK BASIC RETRIEVAL SKILLS

Retrieval questions

- Where and when did the story take place?
- What word told you that?
- 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 did do/ask?
- What happened after/at?
- How many?
- Describe what happened at?
- Who spoke to? Identify who?
- Where did go?
- Can you tell me my? Which is true or false?
- Find the meaning of? What does mean
- What is?

QUESTIONS ABOUT THE CHARACTER DEVELOPMENT

- Why did feel/think?
- Why is important?
- Comment on a quotation.
- Describe reaction/feeling
- In what way 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?

Simple comprehension questions

- 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 anything depending on the text)
- From the information, can you devise a set of instructions or
- Where are the examples to support your point of view?

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

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 is 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 headings describe?
- What is the difference between the index and the contents?
- If you want to find out about How could you do it?
- What is 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?
- Which words indicate that some people think differently about this issue? E.g. however, although, on the other hand.
- Can you distinguish between formal and informal style?
- Give 2 ways in which the text is written like a diary/report/discussion etc?
- What are the features of this text type? How are they appropriate for the purpose of the text