



Key Reading Questions

Assessment Focus	Key Questions to ask pupils	Questions to consider during assessment	Suggested context for assessment
<p>AF1 Use a range of strategies, including accurate decoding of text, to read for meaning</p>	<p><i>What strategies would you use when you get stuck on a word?</i></p> <p><i>What voice might the character use?</i></p> <p><i>How would the character say ...?</i></p>	<p>Can the child gain meaning from texts by:</p> <ul style="list-style-type: none"> • Reading words on sight, e.g. <i>familiar common words, some context words?</i> • Making use of phonic strategies, e.g. <i>consonant blends, word initial/word final; long vowels; polysyllabic words?</i> • Using sentence and whole text knowledge, e.g. <i>by self-correcting, substituting words that make grammatical or contextual sense?</i> • Showing awareness of punctuation marks in reading, e.g. <i>pausing at full stops?</i> 	<ul style="list-style-type: none"> • Children prepare passages to read aloud or perform for others. • Independent reading within guided reading • Listening to children read • Running records

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<p>AF2 To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text</p>	<p><i>Who is telling the story?</i></p> <p><i>Find a few words/ phrases/sentences that tell you about ... (character, setting, atmosphere).</i></p> <p><i>What do other people say about the character?</i></p> <p><i>How did ...?</i></p> <p><i>Who had ...?</i></p> <p><i>What happened to...?</i></p> <p><i>What happened after ...?</i></p> <p><i>Who is/was ...?</i></p> <p><i>What was doing when ...?</i></p> <p><i>What did do, after ... did....?</i></p> <p><i>What makes (name of character) special?</i></p> <p><i>Which word tells you about how big/small ...?</i></p> <p><i>How often...?</i></p> <p><i>How many ...?</i></p> <p><i>What is another name for ...?</i></p> <p><i>How old/big/heavy/strong etc. ...?</i></p> <p><i>What does (a particular word) mean?</i></p> <p><i>Draw a timeline of events.</i></p> <p><i>Find two/three facts/reasons for</i></p>	<p>Can the child:</p> <ul style="list-style-type: none"> • Recall the main ideas of a story or information text? • Identify how characters behave, e.g. <i>repeated actions and sayings</i>? • Connect words and illustrations, e.g. <i>what additional information does the illustration add</i>? • Say what they have found out by reading the book? • Retrieve relevant details from different paragraphs or sections of the text? 	<ul style="list-style-type: none"> • Group work using techniques such as jigsaw, snowball, to identify main ideas. • Children prepare Why and How questions to ask one another. • Drama activities such as re-enacting a story (with props as appropriate) • Oral work in shared or guided reading, e.g. retelling. • Talking about different illustrators' work.

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<p>AF3 To deduce, infer or interpret information, events or ideas from texts;</p>	<p><i>What is happening? What do you think might have happened before? What do you think might happen next?</i></p> <p><i>What do you think this story is going to be about? Were you right?</i></p> <p><i>How did (character's) actions affect the outcome of the story?</i></p> <p><i>How does (character) feel at this point and what does it tell you about him/her?</i></p> <p><i>Do you remember what ... did the first time? In the light of what you know now, why do you think he felt so (angry/happy, etc.)?</i></p> <p><i>Why did say/do/think?</i></p> <p><i>Why was sad/happy/surprised/excited?</i></p> <p><i>What does (a particular phrase)mean?</i></p> <p><i>What did ... enjoy/dislike/find surprising...? Why?</i></p> <p><i>What did mean when s/he said ...?</i></p> <p><i>What does (a particular phrase) tell you about what ... was thinking/feeling?</i></p> <p><i>What was ... thinking when ...? How do you know?</i></p> <p><i>What does this character feel about? How do you know?</i></p> <p><i>What do these pages/paragraphs tell you about...?</i></p> <p><i>What do you learn from ...?</i></p> <p><i>What is the main idea of this part of the poem/chapter/article?</i> <i>Find two examples to support your point of view.</i></p> <p><i>Why is ... an appropriate title for this text?</i></p> <p><i>Give one of the effects of doing/not doing ... Do you think ...?</i></p>	<p>Can the child:</p> <ul style="list-style-type: none"> • Use knowledge of a story so far to make predictions about what will happen next? • Connect information together to draw out implied meanings? • Distinguish between more and less important items of information? • Use clues from what characters do and say to explain their motives? 	<ul style="list-style-type: none"> • Oral work: finish story or tell next episode • Work in drama: freeze frame, tableau based on key moments in text • Children draft a set of questions and possible outcomes • Independent work in a book journal • Use a tabular format to draw together information from different parts of the text, discuss in guided reading. • Make a list of items and order in importance; justify order according to text. • A suitable shared/guided reading activity • Contribute suggestions to a 'role on the wall' activity e.g. <i>What do we know about the troll in the Three Billy Goats Gruff?</i> • Empathetic writing activities, e.g. <i>The ugly sisters' secret diary</i>

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<p>AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;</p>	<p><i>How are the beginning and ending similar? Why is this order of events significant?</i></p> <p><i>Why is the text arranged in this way?</i></p> <p><i>How does beginning this passage with a question make the reader want to read on?</i></p> <p><i>Look at the way this poem is organised. Are there any words that signpost change? What effect does this change have?</i></p> <p><i>What is the effect of the change of rhyme scheme?</i></p> <p><i>How does the form of this poem suit the ideas it expresses?</i></p> <p><i>Why has the writer used these repetitive structures?</i></p> <p><i>Why is there an exclamation mark/question mark/colon/bullet point ...?</i></p> <p><i>Where does the writer give another point of view?</i></p> <p><i>How does s/he signal that s/he is going to do this?</i></p> <p><i>Is the use of direct speech here effective? Why/why not?</i></p> <p><i>How does it fit in to the presentation of his/her argument?</i></p> <p><i>What s the purpose of the writing in the boxes/bold type/italic type?</i></p> <p><i>Why is the background in this piece a different colour?</i></p> <p><i>How have the different parts of the text been made clear?</i></p> <p><i>What is the heading/sub heading for?</i></p> <p><i>Why are there lines to the picture/photograph?</i></p> <p><i>How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message?</i></p> <p><i>How many paragraphs? What connectives? How are the topic sentences used?</i></p> <p><i>Why is there a contents page/index/glossary?</i></p>	<p>Can the child:</p> <ul style="list-style-type: none"> • Make use of book conventions and organisational devices to focus their reading, e.g. <i>index, glossary?</i> • Trace how ideas link and how a writer signals changes and connections? • Participate in group discussion of how to find information on screen? 	<ul style="list-style-type: none"> • Use class or school library to find out specific information. • Choose a favourite information book and explain what makes its layout helpful for reader. • Discussion of how a poem is structured to maximise meaning (verse divisions, rhyme, rhythm) • Talk about how a story opens and ends, and how characters develop during the events. • Direct observation of conventions in use, e.g. as part of an introduction to guided reading. • Use of charts, graphs and maps to identify separate ideas, sections or places or to find the links between them. • Identification of and reference to captions, labels, subheadings and diagrams. • ICT context – using interactive whiteboard – moving backwards and forwards with different types of text.

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<p>AF5 Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level;</p>	<p><i>What does tell you about how the speaker is feeling?</i></p> <p><i>What effect has the author created? How?</i></p> <p><i>What do the onomatopoeic words tell you?</i></p> <p><i>What does ... mean? Think of another more/less emotive word you can substitute here? What different effect would your word have?</i></p> <p><i>Find a metaphor that helps you visualise ... What makes it effective?</i></p> <p><i>How does the information in this paragraph try to influence your view of ...?</i></p> <p><i>Which bullet points are fact and which are opinion? How do you know?</i></p>	<p>Can the child:</p> <ul style="list-style-type: none"> • Comment on the effect of specific words and how they convey meaning, e.g. <i>ideas, characters, atmosphere?</i> • Discuss language patterns and how they contribute to the meaning, e.g. <i>refrains, rhymes or repetition?</i> 	<ul style="list-style-type: none"> • Read poetry aloud, listen to readings, talk about different effects. • Link poetry to music and/or visual images. Talk about impact. • Guided reading activity based around cloze procedure, focusing on possible choices and comparing with author's choices. • Links to speaking and listening materials, such as conscience alley, drama sculpture. • Experiment with rearranging elements in sentences, try out different ways of expressing same meanings.

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<p>AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;</p>	<p><i>Which was the most exciting part of the story? Explain why.</i></p> <p><i>What did you learn about ... from ...?</i></p> <p><i>Why is this story called ...?</i></p> <p><i>Why did s/he explain in this way?</i></p> <p><i>What impression does the writer give of ...'s character? What makes you feel this?</i></p> <p><i>Why did the writer choose (these words) to describe ...?</i></p> <p><i>How effective is (e.g. the comparison of animals with human beings) in getting across the writer's viewpoint?</i></p> <p><i>Why does the author begin with ...? How does this make you want to read on?</i></p> <p><i>Has the writer got one clear viewpoint on ...? How do you know?</i></p> <p><i>How does the author make sure that you do before ...?</i></p>	<p>Can the child:</p> <ul style="list-style-type: none"> • Respond to the text overall and say what they liked/disliked about it? • Identify the main purpose of a text, using evidence from what they have read? 	<ul style="list-style-type: none"> • Paired work/talk partners discuss different books. Find a reason to encourage partner to read same one. • Compare texts in different subject areas. Talk about usefulness of content and ideas. • Children note/talk about impressions as they read, reflect on this at the end. Use of book journal and structure prompts to guide.

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<p>AF7 Relate texts to their social, cultural and historical contexts and literary traditions.</p>	<p><i>How would you describe this story? (E.g. is it a traditional tale?)</i></p> <p><i>Have you read any other poems/stories by ...?</i></p> <p><i>Have you noticed any things in common, such as themes or language?</i></p> <p><i>Where do you think this poem/story is set? What makes you think that? What difference does it make to how we read the story/poem?</i></p> <p><i>What type of text is this paragraph/page?</i></p> <p><i>What happened during ...? Does that help you to understand the writer's (second) paragraph? (How? AF3/4)</i></p>	<p>Can the child:</p> <ul style="list-style-type: none"> • Identify traditional characters and settings in fiction? • Related the text to others, e.g. <i>by a similar type, by the same author, in a series?</i> 	<ul style="list-style-type: none"> • Talk about typical characters in story books, animals contrasted/compared with humans. • Identify how some authors use the same characters and settings in different books. • Compare information carried by text and pictures. • Discuss features of different text types. Find e.g.s in text and reflect upon them. Link text to similar texts by listing features which are same or different. • Compare and contrast video and book version of text. • Involve children in creating success criteria for reviewing whole texts.

Question prompts taken from QCA analysis of reading