

KS1 Reading Content Domains	
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

Guided Reading Question Sheet Year 1

Questions (linked to reading domains)

1a Draw on knowledge of vocabulary to understand texts

What does the word ___ mean?

Which word tells you how ___ was feeling?

Which word means the same as.....?

1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information

What, Who, Where, When, Why? – literal retrieval

Discuss the features of fiction /non-fiction.

Which part of the story /which character did you like best? Why?

1c Identify and explain the sequence of events in texts

Retell the story with increasing detail.

Explain the story plot.

What happens next?

What happened before or after?

1d Make inferences from texts

How do you know?

Can you explain why..... happened?

Why did _____ do that?

How do you think someone is feeling/felt at a point in the story?

How would you feel? Why?

1e Predict what might happen on the basis of what has already happened

From the cover/title, what do you think will happen in this story?

What will happen next?

Do you recognise any characters?

Has anything like that happened to you? What happened?

Greater Depth Questioning Y1

The following is a guide to what greater depth questioning might look like for each of the domains.

2a Give/explain the meaning of word

- 1) Find and copy questions
- 2) Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language

Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: *What do you think (the unknown word) means and why?*

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

- 1) What 2/3 (rather than one) things are you told about a character or a setting
- 2) Questions which require you to look across a page or the whole text
- 3) Use a **synonym** instead of the word in the text
Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village*
Where did Handa set off for?
GDS *Where did Handa leave for?*

2c Summarise main ideas from more than one paragraph

- 1) Summarise the whole text rather than a single paragraph
eg **Which of the following/what would be the most suitable summary of the whole text and why?**

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

- 1) Explanations are detailed, using evidence from the text (**The 2 or 3 mark questions**)
Eg.
 - What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text.
 - How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.
 - What evidence in the text that something/someone is an adjective. Give 2 examples
- 2) Decide if the following statements are fact or opinion
- 3) Explain (using evidence from the text) how someone's character/a setting may appeal to readers

2e Predict what might happen from details stated and implied

- 1) Giving evidence (from the text) for your predictions
Eg What will happen next? Do you think that someone will do/act differently in the future?
Explain your choice fully using evidence from the text

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

- 1) Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

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

- 1) Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake. Give **two impressions** this gives you of the water.*
- 2) What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc?

2h Make comparisons within the text

- 1) Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character isbraver/stronger etc.....? Give evidence from the text to justify your answer

Guided Reading Question Sheet Year2

Questions (linked to reading domains)

1a Draw on knowledge of vocabulary to understand texts

What does the word ____ mean?

Which word tells you how ____ was feeling?

Find and copy one word which means.....

Which word means the same as.....?

What features can you spot?

1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information

Discuss the features of fiction /non-fiction

Retrieval Questions:-

What, Who, Where, When, Why?, How much/many?

Explain why someone did something.

Which of the statements are true and false?

Find and copy two words that show you.....

1c Identify and explain the sequence of events in texts

Retell story with increasing detail.

Sequence these events from the story

What happened before or after?

Explain the relevance of the features of a non-fiction text.

1d Make inferences from texts

Which words make you think that?

.....*phrase*.....This means that.....*multiple choice*..?

Find the word that shows that

How can you tell that ...?

Can you explain why?

How do you think someone is feeling/felt at a point in the story? Why did he feel that way?

Why did something happen?

Why did someone do something?

Why did someone think something?

Why did someone describe something as

The story shows that someone ischoice of *adjective*?

How would you feel if...?

1e Predict what might happen on the basis of what has already happened

From the cover/title, what do you think will happen in this story?

What will happen next? What are the clues?

What do you think a character is likely say at the end of the story?

Do you think they would do anything differently?

Greater Depth Questioning Y2

The following is a guide to what greater depth questioning might look like for each of the domains.

2a Give/explain the meaning of word

- 1) Find and copy questions
- 2) Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language

Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: *What do you think (the unknown word) means and why?*

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

- 1) What 2/3 (rather than one) things are you told about a character or a setting
- 2) Questions which require you to look across a page or the whole text
- 3) Use a synonym instead of the word in the text
Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village*
Where did Handa set off for?
GDS *Where did Handa leave for?*

2c Summarise main ideas from more than one paragraph

- 1) Summarise the whole text rather than a single paragraph
eg **Which of the following/what would be the most suitable summary of the whole text and why?**

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

- 1) Explanations are detailed, using evidence from the text (**The 2 or 3 mark questions**)
Eg.
 - What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text.
 - How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.
 - What evidence in the text that something/someone is an adjective. Give 2 examples
- 2) Decide if the following statements are fact or opinion
- 3) Explain (using evidence from the text) how someone's character/a setting may appeal to readers

2e Predict what might happen from details stated and implied

- 1) Giving evidence (from the text) for your predictions
Eg What will happen next? Do you think that someone will do/act differently in the future?
Explain your choice fully using evidence from the text

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

- 1) Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

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

- 1) Give **two** impressions that a particular phrase gives Eg *they crossed the glassy surface of the lake*. Give **two impressions** this gives you of the water.
- 2) What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc?

2h Make comparisons within the text

- 1) Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character isbraver/stronger etc.....? Give evidence from the text to justify your answers

KS2 Reading Content Domains	
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

Guided Reading Question Sheet Year 3

2a Give/explain the meaning of words in context

Which word in the text describes what xxx is like?

What does the word xxx mean in this sentence? What other words could the author have used?

Find and copy one word/a phrase which describe/means?

In the sentence the word xxx is closest in meaning to (examples given)

What does *word/phrase* mean?

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

Retrieval Questions:-

What, Who, Where, When, Why?, How much/many? (e.g. where/when does the story take place, what happened...)

Using information from the text, decide if the following statements are true or false?

2c Summarise main ideas from more than one paragraph

Can you sum up what happens in these three/four/five paragraphs (in x words)?

What is the most important point in this/these paragraphs?

Number the sentences below from 1 to 4 to show the order they happen in the story

What happened before or after something?.....

What happens first in the story?

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

Find a word that shows that..... Which words give you the impression that.....?

How do you think someone is feeling/felt at a point in the story? Why did he feel that way?

Why did something happen?

Why did someone do something?

Why did someone think something?

Why did someone describe something as?

How do you know that xxx was? What evidence is there?

How did xxx feel when ...something happened?

Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion

Why did....something happen? Why did...someone do something?

What makes you think that?

2e Predict what might happen from details stated and implied

How do you think this story will develop?

What do you think will happen next? Why do you think that/What are the clues?

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

How does the title encourage you to read on?

In what ways do the illustrations support the text?

What is the mood/atmosphere? What contributes to it?

What is the mood/atmosphere of the piece of writing? How do you know?

Explain a character's different/changing feelings throughout the story. How do you know?

Why is 'x' (character, setting, event, description) important in the story?

What is the story (theme) underneath the story? Is there a moral?

Why did the author chose to use a...question/bullet/subheading/table to present the information?

How does the title/layout encourage/help readers? Why is the text organised in this way?

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

What does the word x tell you about y?

What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel?

Find 1 way the writer suggests....

How has the writer made the seem happy/frustrated/lonely/bitter....?

2h Make comparisons within the text

Which text is better and why? Describe different character's reactions to the same event

Why has information been organized differently in different parts of the text?

What is the same/different about two characters? (chn must talk about **both** sides of the comparison)

Greater Depth Questioning Y3

The following is a guide to what greater depth questioning might look like for each of the domains.

2a Give/explain the meaning of word

- 1) Find and copy questions
- 2) Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language

Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: *What do you think (the unknown word) means and why?*

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

- 1) What 2/3 (rather than one) things are you told about a character or a setting
- 2) Questions which require you to look across a page or the whole text
- 3) Use a synonym instead of the word in the text
Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village*
Where did Handa set off for?
GDS *Where did Handa leave for?*

2c Summarise main ideas from more than one paragraph

- 1) Summarise the whole text rather than a single paragraph
eg **Which of the following/what would be the most suitable summary of the whole text and why?**

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

- 1) Explanations are detailed, using evidence from the text (**The 2 or 3 mark questions**)
Eg.
 - What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text.
 - How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.
 - What evidence in the text that something/someone is an adjective. Give 2 examples
- 2) Decide if the following statements are fact or opinion
- 3) Explain (using evidence from the text) how someone's character/a setting may appeal to readers

2e Predict what might happen from details stated and implied

- 1) Giving evidence (from the text) for your predictions
Eg What will happen next? Do you think that someone will do/act differently in the future?
Explain your choice fully using evidence from the text

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

- 1) Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

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

- 1) Give **two** impressions that a particular phrase gives Eg *they crossed the glassy surface of the lake*. Give **two impressions** this gives you of the water.
- 2) What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc?

2h Make comparisons within the text

- 1) Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character isbraver/stronger etc.....? Give evidence from the text to justify your answers

Guided Reading Question Sheet Year 4

2a Give/explain the meaning of words in context

Which word in the text describes what xxx is like?

Find and copy one/a phrase which describe/means?

In the sentence the word xxx is closest in meaning to (examples given)

Give the meaning of the wordin the sentence? What other words could the author have used?

What does *word/phrase* mean?

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

Retrieval Questions:-

What, Who, Where, When, Why?, How much/many?

Using information from the text, decide if the following statements are true or false?

What 1/2/3 things **are you told** about a setting/character from one paragraph?

2c Summarise main ideas from more than one paragraph

What happened before or after something?.....

Number the sentences below from 1 to 4 to show the order they happen in the story

Which of the following would be the most suitable summary/subheading of the whole text/paragraph?

Can you sum up what happens in these three/four/five paragraphs (in x words)?

What is the most important point in this/these paragraphs?

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

How do you know that xxx was [adjective]? What makes you think that?

How do you think someone is feeling/felt at a point in the story? Why did he feel that way?

What **impressions** do you get of a setting/a person from a paragraph?

What does a particular paragraph **suggest/infer** about a person/setting?

Why did.....something happen? Why did...someone do something?

What evidence in the text is there that a character felt /is.....adjective ?

Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion

What evidence can you find to prove/show...

How do you know that xxx was? What evidence is there?

Can you explain why....?

2e Predict what might happen from details stated and implied

How do you think this story will develop? What clues gave you that impression?

Do you think that someone will do/act differently in the future? What clues did you use?

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

How does the title encourage you to read on?

In what ways do the illustrations support the text?

Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc

Give one piece of evidence from the text which suggests that

What is the mood/atmosphere of the piece of writing? How do you know?

Explain a character's different/changing feelings throughout the story. How do you know?

Why is 'x' (character, setting, event, description) important in the story?

Why did the author choose to use a...question/bullet/subheading/table to present the information?

How does the title/layout encourage/help readers? Why is the text organised in this way?

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

Give **an** impression that a particular phrase gives?

What does a phrase suggest about something?

Find 1 way the writer suggests....

Highlight a key phrase/line. By writing in this way, what effect has the author created?

Which words are most important? Why?

What is the effect on the reader of this phrase/word?

How has the writer made the seem happy/frustrated/lonely/bitter....?

2h Make comparisons within the text

Which text is better and why? Describe different character's reactions to the same event

In what ways are 2 characters/settings the same/different? (chn must talk about **both** sides of the comparison)

Greater Depth Questioning Y4

The following is a guide to what greater depth questioning might look like for each of the domains.

2a Give/explain the meaning of word

- 1) Find and copy questions
- 2) Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language

Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?

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

- 1) What 2/3 (rather than one) things are you told about a character or a setting
- 2) Questions which require you to look across a page or the whole text
- 3) Use a synonym instead of the word in the text

Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village*

Where did Handa set off for?

GDS Where did Handa leave for?

2c Summarise main ideas from more than one paragraph

- 1) Summarise the whole text rather than a single paragraph
eg Which of the following/what would be the most suitable summary of the whole text and why?

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

- 1) Explanations are detailed, using evidence from the text (The 2 or 3 mark questions)

Eg.

- What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text.
- How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.
- What evidence in the text that something/someone is an adjective. Give 2 examples

- 2) Decide if the following statements are fact or opinion

- 3) Explain (using evidence from the text) how someone's character/a setting may appeal to readers

2e Predict what might happen from details stated and implied

- 1) Giving evidence (from the text) for your predictions

Eg What will happen next? Do you think that someone will do/act differently in the future?

Explain your choice fully using evidence from the text

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

- 1) Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

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

- 1) Give **two** impressions that a particular phrase gives Eg *they crossed the glassy surface of the lake*. Give **two impressions** this gives you of the water.
- 2) What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc?

2h Make comparisons within the text

- 1) Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character isbraver/stronger etc.....? Give evidence from the text to justify your answers

Guided Reading Question Sheet Year 5

2a Give/explain the meaning of word

Look in the paragraph, find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that.....?

Give the meaning of the wordin the sentence? What other words could the author have used?

What does a particular word/phrase **suggest** about a person/setting?

What word (from choice) most closely matches the word ...?

What does *word/phrase* mean?

Which word in the text describes what xxx is like?

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

What 1/2/3 things **are you told** about a setting/character from one paragraph?

Using information from the text, decide if the following **statements** are true or false?

Give 2 reasons why.....?

What was revealed at the end of the story?

2c Summarise main ideas from more than one paragraph

What happened before or after something?.....

Which of the following would be the most suitable summary/subheading of the whole text/paragraph?

Can you sum up what happens in these three/four/five paragraphs (in x words)?

What is the most important point in this/these paragraphs?

Below are some summaries of different paragraphs from this text. Number them 1 – to show the order in which they appear in the text.

Which of the following would be the most suitable summary of the whole text/paragraph?

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

From the paragraph starting/page...**how do you know/what evidence is there/how can you tell that/why did** a character felt /is a particular adjective? (Give 1/2 reasons)

What **impressions** do you get of a setting/a person from a paragraph?

What does a particular paragraph/description **suggest/infer** about a person/setting?

Look at the line...../paragraph...Why did someone do /feel something? Why is somewhere an adjective/noun phrase?

What **evidence** in the text is there that a character felt /is.....adjective ?

What can you **infer** about a setting/character from one paragraph?

According to the text, how did...../why

Decide if the following statements are fact or opinion? **Give evidence**

Can you explain why....?

How do you know that xxx was? **What evidence is there?**

What **evidence** can you find to prove/show...

2e Predict what might happen from details stated and implied

Do you think that someone will do/act differently in the future?

What will happen next? What clues made you think that?

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

Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc

Give one piece of evidence from the text which suggests that

What is the mood/atmosphere of the piece of writing? What contributes to it? Give the evidence.

What words/phrases has the author used to create xxxx mood/atmosphere?

What is the mood/atmosphere of this/these paragraphs? What contributes to it?

Explain a character's different/changing feelings throughout the story. How do you know?

Why is 'x' (character, setting, event, description) important in the story?

What is the story (theme) underneath the story? Is there a moral?

Why did the author choose to use a...question/bullet/subheading/table to present the information?

How does the title/layout encourage/help readers? Why is the text organised in this way?

Who do you think this text is for? How do you know?

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

Give **two** impressions that a particular phrase gives?

What does a phrase suggest about something?

Find 1/2 ways the writer suggests....

Highlight a key phrase/line. By writing in this way, what effect has the author created?

How has the writer been successful in showing...

Which words are most important? Why?

What is the effect on the reader of this phrase/word?

How has the writer made the seem happy/frustrated/lonely/bitter....?

2h Make comparisons within the text

In what ways are 2 characters/settings the same/different/similar/dissimilar?

Compare and contrast....(chn must talk about **both** sides of the comparison)

What do think about the way the information is organised in different parts of the text? Is there a reason for this?

Greater Depth Questioning Y5

The following is a guide to what greater depth questioning might look like for each of the domains.

2a Give/explain the meaning of word

- 1) Find and copy questions from across a whole text
- 2) Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language

Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?

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

- 1) What 2/3 (rather than one) things are you told about a character or a setting
- 2) Questions which require you to look across a page or the whole text
- 3) Use a synonym instead of the word in the text

Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village*

Where did Handa set off for?

GDS Where did Handa leave for?

2c Summarise main ideas from more than one paragraph

- 1) Summarise the whole text rather than a single paragraph
eg Which of the following/what would be the most suitable summary of the whole text and why?

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

- 1) Explanations are detailed, using evidence from the text (**The 2 or 3 mark questions**)

Eg.

- What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text.
- How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.
- What evidence in the text that something/someone is an adjective. Give 2 examples

- 2) Decide if the following statements are fact or opinion

- 3) Explain (using evidence from the text) how someone's character/a setting may appeal to readers

2e Predict what might happen from details stated and implied

- 1) Giving evidence (from the text) for your predictions

Eg What will happen next? Do you think that someone will do/act differently in the future?

Explain your choice fully using evidence from the text

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

- 1) Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer
- 2) What is the mood/atmosphere of a piece of writing. What contributes to it? Give the evidence.

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

- 1) Give **two** impressions that a particular phrase gives *Eg they crossed the glassy surface of the lake. Give **two impressions** this gives you of the water.*
- 2) What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc?

2h Make comparisons within the text

- 1) Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character isbraver/stronger etc.....? Give evidence from the text to justify your answers

Guided Reading Question Sheet Year 6

2a Give/explain the meaning of word

Look in the paragraph; **find and copy** one/two word/**phrase** meaning/that shows that/that tells you that/that suggests that.....?

Give the meaning of the wordin the sentence? What other words could the author have used?

What does a particular word/**phrase suggest** about a person/setting?

What word (from choice) most closely matches/is closest meaning to the word ...?

What does *word/phrase* mean?

Which word in the text describes what xxx is like?

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

What 1/2/3 things **are you told** about a setting/character from one paragraph?

What did someone do in order to/as a result of?

Using information from the text, decide if the following **statements** are true or false?

Why did someone do something/ Give 2 reasons why.....?

What was revealed at the end of the story?

Name **two** challenges someone faced and **explain** how they dealt with it?

Fact or opinion – prove it using evidence.

2c Summarise main ideas from more than one paragraph

Below are some summaries of different paragraphs from this text. Number them 1 – to show the order in which they appear in the text.

Which of the following would be the most suitable summary of **the whole text**/paragraph?

What happened before or after something?.....

Which of the following would be the most suitable summary/subheading of the whole text/paragraph?

What's the main point in this paragraph/**whole text**?

Can you sum up what happens in these three/four/five paragraphs (in x words)?

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

From the paragraph starting/page...**how do you know/what evidence is there/how can you tell that/why did** a character felt /is a particular adjective? (Give 1 or 2 reasons)

What **impressions** do you get of a setting/a person from a paragraph?

What does a particular paragraph/description **suggest/infer** about a person/setting?

Look at the line..../paragraph...Why did someone do /feel something? Why is somewhere an adjective/noun phrase?

What evidence in the text is there that a character felt /is.....adjective ?

What can you **infer** about a setting/character from one paragraph? In what ways might a character/a setting **appeal** to readers?

According to the text, how did...../why

How is something made to seem? (Explain ... ways, **giving evidence from the text**)

Decide if the following statements are fact or opinion. Give evidence to support.

What **evidence** can you find to prove/show...

How do you know that xxx was? **What evidence is there?**

Can you explain why....? How is something made to seem (Explain using evidence to support your answer)

2e Predict what might happen from details stated and implied

Do you think that someone will do/act differently in the future? **Justify your reasons with evidence from the text**

What will happen next? **Justify your answer using evidence/clues.**

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

Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc

Give one piece of evidence from the text which suggests that

What is the mood/atmosphere of the piece of writing? What contributes to it? Give the evidence.

What words/phrases has the author used to create xxxx mood/atmosphere?

What is the mood/atmosphere of this/these paragraphs? What contributes to it?

Explain a character's different/changing feelings throughout the story. How do you know?

Why is 'x' (character, setting, event, description) important in the story?

What is the story (theme) underneath the story? Is there a moral?

Why did the author choose to use a...question/bullet/subheading/table to present the information?

How does the title/layout encourage/help readers? Why is the text organised in this way?

Who do you think this text is for? How do you know?

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

Give **two** impressions that a particular phrase gives?

What does a phrase suggest about something?

Find 2/3 ways the writer suggests....

Highlight a key phrase/line. By writing in this way, what effect has the author created?

How has the writer been successful in conveying/showing...

Which words are most important? Why?

What is the effect on the reader of this phrase/word?

How has the writer made the seem happy/frustrated/lonely/bitter....?

2h Make comparisons within the text

In what ways are 2 characters/settings the same/different/similar/dissimilar?

Compare and contrast....(chn must talk about **both** sides of the comparison)

What do think about the way the information is organised in different parts of the text? Is there a reason for this?

Greater Depth Questioning Y6

The following is a guide to what greater depth questioning might look like for each of the domains.

2a Give/explain the meaning of word

- 1) Find and copy questions across a whole text
- 2) Questions involving more complex vocabulary and in particular around the meaning of phrases such as idioms/figurative language

Also the greater depth student will be able to use meaning seeking strategies to work out the meaning of unknown words/phrases: What do you think (the unknown word) means and why?

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

- 1) What 2/3 (rather than one) things are you told about a character or a setting
- 2) Questions which require you to look across a page or the whole text
- 3) Use a synonym instead of the word in the text

Eg Text: *She will be surprised thought Handa as she set off for Akeyo's village*

Where did Handa set off for?

GDS Where did Handa leave for?

2c Summarise main ideas from more than one paragraph

- 1) Summarise the whole text rather than a single paragraph
eg Which of the following/what would be the most suitable summary of the whole text and why?

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

- 1) Explanations are detailed, using evidence from the text (The 2 or 3 mark questions)

Eg.

- What does a paragraph tell you about a character/setting? Explain 2 features giving evidence from the text.
- How is someone/something made to seem an adjective? Explain 2 ways giving evidence from the text.
- What evidence in the text that something/someone is an adjective. Give 2 examples

- 2) Decide if the following statements are fact or opinion

- 3) Explain (using evidence from the text) how someone's character/a setting may appeal to readers

2e Predict what might happen from details stated and implied

- 1) Giving evidence (from the text) for your predictions

Eg What will happen next? Do you think that someone will do/act differently in the future?

Explain your choice fully using evidence from the text

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

- 1) Identify when a character's mood/feelings change in the text as a whole? Give evidence from the text to justify your answer

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

- 1) Give **two** impressions that a particular phrase gives Eg *they crossed the glassy surface of the lake*. Give **two impressions** this gives you of the water.
- 2) What particular words or phrases has the writer used to create a mood eg sad, cold, relaxed etc?

2h Make comparisons within the text

- 1) Give evidence from the text to justify your answers. Eg Out of a choice of 2 or 3, which character isbraver/stronger etc.....? Give evidence from the text to justify your answers