

# Questions to use to help your child with reading



Year 4

# RETRIEVAL

- Where and when did the story take place?
- 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 happened after?
- How many....?
- Describe what happened at....?
- Who spoke to ....? Identify who....?
- Can you tell me why? Which is true or false.....?
- Find the meaning of....?
- What is. ... ?

# INFERENCE part 1

- How did \_\_\_ feel?
- Why did \_\_\_ feel / think \_\_\_?
- Why is \_\_\_ important?
- Comment on a quotation
- Describe your reaction / feeling
- In what ways 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.
- Hot seat / interview characters
- Who do you know who is like \_\_\_?
- If you were in \_\_\_'s shoes what would you do now?
- Look at the text and find.... What do you think...?

## INFERENCE part 2

- What do you think is happening here? What happened in this part of the story? What might this mean?
- Through whose eyes is the story told?
- Do you know what might happen next?
- What do we know about....? e.g. Sarah was up the tree in her best frock. What do we know about Sarah?
- What could this tell us about the character?
- What do you think will happen because of ...
- If this was you - how would your friends react?
- How do we know that .....?
- What was \_\_\_\_\_ thinking as he...? How do you know?
- From the information, can you devise a set of instructions for...
- Where are the examples to support your view?

# NON-NARRATIVE TEXTS part 1

- Where could you find out about... in this book?  
Where in the book would you find...?
- Is there another way? What 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 the headings describe?
- What's the difference between the index and the contents?
- If you want to find out about... how could you do it?
- What's 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...?

## NON-NARRATIVE TEXTS part 2

- 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 this 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?

## NON-NARRATIVE TEXTS part 3

- What are the main ideas in this paragraph and how are they related?
- Which idea in this paragraph is linked to the next paragraph?
- Look at the way this poem is organised. Are there any words that signpost change? What effect does this change have?
- How does the layout and presentation of this advert help to persuade you to take notice of its campaign?
- Where in this chapter does the writer give another point of view? How does she signal that she's going to do this?
- How does it fit in to the presentation of the argument?

# AUTHORIAL TECHNIQUE part 1

- Which feature does the author use in a (specified) piece of text? Why?
- What does (word/phrase) mean? Why has the author used this phrase/feature? E.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc. Comment on the effect.
- What has the author used in the text to make this character funny/sad/angry/tense? How effective is this?
- How has the author used the text to make the situation or event angry/tense? Comment on the effect.
- Think of another more/less emotive word you can substitute here. What different effect would your word have?
- As a reader, how do you feel about...? How has the author created this feeling?
- Which words and phrases tell you that the author is describing...?

## AUTHORIAL TECHNIQUE part 2

- How could the meaning be changed by altering the punctuation? E.g. commas, full stops, ellipsis, exclamation marks etc. Comment on the effect.
- Comment on the technical language..... and.....? Explain why the author used it.
- What words/phrases indicate the author's attitude?
- How does the author show that... is important?
- Why has the author used repetition? What effect does it have?
- Why have exclamation marks/italics/capitals been used? How does this affect the way you read it? What effect does this create?
- What is the author's style? What features help you identify this? Why is this style effective in this text?
- What words give you that impression?
- How has the author been humorous?
- What words, phrases or features make you think that?
- How would you explain this... in similar terms/to a younger child?
- How does the metaphor/simile/adjectives/adverbs... help you to understand this text? What makes it effective?

## AUTHORIAL TECHNIQUE part 3

- What is the relationship between the writer and the person who will receive the letter? How do you know?
- Which features give you a clue that this is a formal letter?
- How would this biology be different if the subject had written it? How would the tone/emphasis/mood change?
- Why has the author set out the text like this? Comment on the effectiveness of this style. Could it have been written any other way?
- How could this be made to sound more friendly and informal? How could this be made to sound more formal and serious? Comment on the effect this has on the reader.

# AUTHORIAL TECHNIQUE part 4

- Why did the author choose this setting?
- What do you think the writer's purpose is? How do you know?
- What did the writer intend by (phrase /sentence /incident... etc)?
- What is the purpose of this particular paragraph/character/change?
- Why has the author used humour at this point?
- Look at the caption and diagram. What does it explain to you? Why does the writer choose to include them?
- What impression do you think the writer wants to give of this character? Why? What effect does this have on other characters?
- In this paragraph, what effect does the author want to have on the reader?
- What is the author's purpose in this piece of text in relation to the plot?
- From the opening section of the text, what is the writer's opinion of school/the war/animals etc? How does this affect the story/plot/characters/setting etc.
- Whose viewpoint is being presented here?
- What does the writer want to persuade you to do/think/believe?

## AUTHORIAL TECHNIQUE part 5

- Which other author handles time in this was e.g. flashbacks; dreams? Which stories have openings like this?
- Which article/letter would most persuade you to change your mind? Why?
- By using these words/phrases (.....) what effect has the author had on the reader?
- How are the two texts different in purpose? What effect does this have on the reader?
- From these texts, how have the authors presented the information in different ways? Which is the most effective? Why?
- Whose viewpoint is being presented here?
- What does the writer want to persuade you to do/think/believe?
- Who is the advert trying to persuade?
- Can you tell what the author thinks?