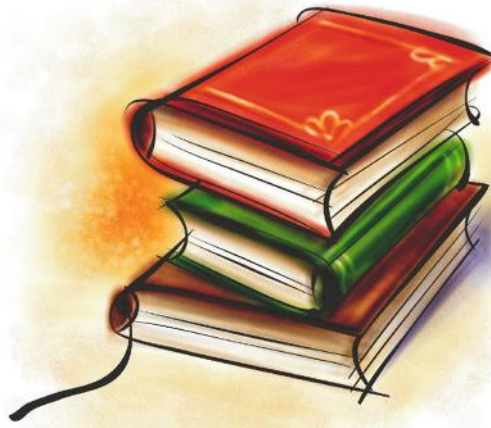




St. Martin at Shouldham
Church of England Primary Academy

Reading Comprehension Booklet



Please use this selection of questions to help increase your child's reading comprehension. Select a few questions to ask every time your child reads.

Direct Retrieval of Information

Understand, describe, select or retrieve information with direct reference to the text.

- Encourage children to describe, retell and locate.
- Model the above, making references to, and quoting from the text.

Type of Question	Example
What does mean?	What does 'smartly' mean?
Can have more than one meaning?	Can 'light' have more than one meaning?
What happened at?	What happened at the beginning?
What did the do?	What did the bear do?
Which word told you that?	Which word told you that this is not the first comic strip about Superkid?
Where did go?	Where did Peter Rabbit go?
Describe	Describe the Giant. Describe the house they found.
Which paragraph tells you?	Which paragraph tells you they were out of the bear's reach?
Where are?	Where are the main places you can see superheroes now?
Why do?	Look at page 10. Why do people like superhero adventures?

Deduce, infer or interpret info, events or ideas from texts.

Use the subtle clues, interpreting sub-text and reading 'between the lines'.

- Encourage children to compare, contrast and infer.
- Answers should be based on what is implied or suggested in the text.

Type of Question	Example
How did ?	How did Lyddie know the others had reached safety?
What words tell us ?	What words tell us the writer of this letter is a child?
Why did.....?	Why did Lyddie have her back to the family?
What does the word imply about?	What does the word 'plush' imply about the owner of the house?
What ideas are we given about?	What ideas are we given about fox hunting in this article?
What does think?	What does the author think about the Roman Army?
How did react?	How did Charles react to the danger?
How was different after?	How was the atmosphere in the home different before and after this moment?
Why is important?	Why is the ladder important in this story?

Identify and Comment on Structure and Organisation

Identify and comment on structure and organisation of texts.

- Comment upon authors' use of structure, organisation, grammar and presentation. (Often but not always relates to non-fiction texts.)
- Highlight the layout features and language features of different texts e.g. paragraph labels, headlines, pictures with captions, bullet points, navigational features such as contents page, numbered points, index, sub-headings, titles, arrows etc

Type of Question	Example
What is the purpose of?	What is the purpose of the pictures on pages 6 and 7?
How does the layout help?	How does the layout help the reader?
Why is..... in?	Why is this paragraph in bold/italics?
Why are..... used?	Why are the sub-headings on page 9 used?
Why has?	Why has the information been presented in this way?
In what ways is like?	In what ways is Superkid like a superhero?
Why is it easier to read?	Why is it easier to pick out key points of information from the fact boxes?
Why did the author choose to?	Why did the author choose to change paragraph after this sentence?
Why did the author use?	Why did the author use a different font for the postcard?

Writers' Use of Language

Explain and comment on writers' use of language.

- Identify author's intentions, e.g. 'it makes me imagine...', making references to, and quoting from the text to support statements.
- Use reading journals to collect and comment upon imagery e.g. descriptive language, similes etc.
- What atmosphere has the writer established? How?

Type of Question	Example
Explain why is used	Explain why two different spellings of Superkid are used?
Why does the writer compare to?	Why does the writer compare Hadrian's Wall to a molehill?
What does tell you about?	What does "a great armour-plated centipede" tell you about the wall?
Why did the author use ...?	Why did the author use this simile?
How does help you to understand?	How does the comparison help you to understand the behaviour of the character?
Why are used?	Why are mis-spellings used in this advertisement?
How has the choice of words created a feeling of?	How has the choice of words created a feeling of panic?
What do phrases such as tell you?	What do phrases such as "it is probably true to say..." tell you?
Why did the author choose the verbs and?	Why did the author choose the verbs "creeping" and "tickling"?

Writers' Purposes and Viewpoints and the Effect on the Reader

Identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.

- Encourage children to explain the purpose of the text and the author's intent, picking out key pieces of evidence to support their views.
- Useful texts to explore may include persuasive articles/arguments e.g. articles for local community issues e.g. 'Save our Playground', information encouraging people to recycle etc.

Type of Question	Example
Was this text trying to ?	Was this text trying to persuade you to watch the film?
Does the author like How do you know?	Does the author like spiders? How do you know?
How were the purposes of the texts different?	Look at page 10. Why do people like superhero adventures?
What can you tell about the viewpoint of the author?	Look at page 10. Why do people like superhero adventures?
Why were included?	Why were quotations from Usain Bolt and Mo Farah included in this article?
Which text do you think is more/most effective?	Both of these texts try to make you care about whales. Which is more effective?
Which text is?	Which text is giving the writer's own impression?
Look at the descriptions of 3 people. Who is most likely to buy this book?	
In what kind of magazine would you expect to find an article like this?	

Social, Cultural and Historical Contexts and Literary Traditions

Relate texts to their social, cultural and historical contexts and literary traditions e.g. traditional tales, stories from other countries/cultures, stories set in the past etc.

- Children to call upon their knowledge of the appropriate setting/historical context when discussing a text/answering questions.
- Encourage children to link popular culture and stereotypes to characters and themes in their reading e.g. traditional themes: good vs evil etc.

Type of Question	Example
Which features could have?	Which three of the eight superhero features on page 9 could an ordinary person have?
Give two pieces of evidence that	Give two pieces of evidence that this is a modern story.
How did you know ?	The story began "Once upon a time". How did you know that there was likely to be a happy ending?
What is it about that tell you.....?	What is it about the language choices that tell you it was written a long time ago?
Why does ask to?	Why does Mother ask Clara to look after Maxi?
Could be described as ?	Could Kevin be described as scared?
What else might make sad/angry?	What else might make the teacher sad/angry?
What other reason could there be for.....?	What other reason could there be for the town being quiet on Sundays? Where might the children be?