

Guided Reading Prompts for the Assessment Focuses KS2



Primary English
Education Consultancy

Updated for 2014 Curriculum

AF2:

Understand, describe, select or retrieve information, events or ideas from texts. Use quotations and reference to text.

New National Curriculum references**Year 3/4**

Retrieve and record information from non-fiction

New National Curriculum references**Year 5/6:**

Understand what they read by:

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieve, record and present information from non-fiction

Recall Questions

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
 - Who was s/he/it?
 - Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?

Simple Comprehension Questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?

AF3:

Deduce, infer or interpret information, events or ideas from texts

New National Curriculum references**Year 3/4**

Understand what they can read, in books they can read independently, by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

New National Curriculum references**Year 5/6**

Understand what they read by:

- Drawing inferences such as inferring characters' feelings , thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

Application Questions

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this?

Analytical Questions

- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why...?

- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?
- Why did the author choose this setting?

AF4:

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

New National Curriculum references**Year 3/4**

Understand what they can read, in books they can read independently, by:

Identifying how language, structure, and presentation contribute to meaning

New National Curriculum references**Year 5/6**

Understand what they read by:

- Identifying how language, structure and presentation contribute to meaning

Read books that are structured in different ways and read for a range of purposes

Question examples

- Why do you think the author chose to use question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on?
- How does the layout of the page/chapter/book etc help you to find information quickly/clearly?
- How are the different sections made clear?
- Where does it tell you that...?
- Why has the writer written instructions/information in this way?
- In what ways do the illustrations support the instructions?
- Which instructions/illustrations is the easiest to follow? Why?
- How could these instructions/information texts be improved?
- Who do you think this information is for?
- What tense have these instructions been written in? What would happen if I changed tense?
- Has the writer/page designer/editor been successful (purpose/audience/organisation/use of language)?

- How could you adapt these instructions for younger pupils?
- Compare the given instructions. Which are more effective and why (clarity/layout/use of language/use of illustrations/colour etc)?
- How does the writer/page designer/editor make sure that the reader reads the text in a certain way?
- Compare two non-fiction texts on a similar theme/topic. Evaluate the purpose, audience, organisation and use of language.

Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level.

New National Curriculum references

Year 3/4

Read books that are structured in different ways

Recognise some different forms of poetry

Understand what they can read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

New National Curriculum references

Year 5/6

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Question examples

Words

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy

/sad/angry/ frustrated/lonely/bitter etc?

- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

Characters

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Describe different characters' reactions to the same event in a story.
- Why is 'x' (character/setting/event) important in the story?

AF6:

Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

New National Curriculum references

Year 3/4

Discuss words and phrases that capture the reader's interest and imagination

New National Curriculum references

Year 5/6

Recommend books that they have read to their peers, giving reasons for their choices

Understand what they read by:

- Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Distinguish between statements of fact and opinion

Provide reasoned justifications for their views

Question examples

- What makes this a successful story?
- What evidence do you have to justify your opinion?
- Does it work?
- Could it be better? How?
- Is it as good as ...?
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- What is the most ... important/exciting part of the text?
- Why has the author written this article?
- How does the writer try to make sure the reader will do what is recommended?
- Give a statement. Is this a fact or opinion?
- Is there an alternative point of view?
- What would happen if that opinion was a fact?

- What advice would you give 'x'?
- Why has the writer included ...?
- Why has the writer written/included/chosen these words...?
- What else could the writer have done? What impact would that have had?
- Which character(s) does the writer want you to be more/less sympathetic to? How have they done this? Are they successful?
- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about ... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about...(possibly a present day situation)?
- Why do you like 'x's (author/poet) work? Choose one thing and say why you like it.
- How would you feel in this situation?
- Has anything like this happened to you? How did you feel?
- What advice could you give to a character?
- Who is the audience for this text? How do you know?
- What tricks has the writer used to persuade the reader?
- How successful is a text in persuading you or not? Why?
- Who is the 'voice' or point of view in this story/poem? How do you know? Why do you think the writer has chosen to do this?
- What would be different if this story/poem was written from another character's point of view?
- What do you think character 'x' thinks of character 'y'? How do you know?
- (1st person writing) Is the author 'talking' or is it a character *pretending* to be the author? How do you know?

AF7:

Relate texts to their social, cultural and historical contexts and literary traditions

New National Curriculum references**Year 3/4**

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books

Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Identify themes and conventions in a wide range of books

New National Curriculum references**Year 5/6**

Increase their familiarity with a wide range of books

Make comparisons across books

Question Examples

- Character X does some unusual things. Which of those things have you done?
- How is character X like someone you know?
- Is this a modern or historical story? How do you know?
- Is this a traditional tale from another culture? How do you know?
- This is a historical story. What are the key features of the story?
- This story is about anger/bullying/change. Have you experienced this? How were your experiences the same or different?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Describe different characters' reactions to the same event in a story.