

2e Predict what might happen from details stated and implied

- Do you think that ... will change his/ her/ their behaviour in the future? Explain why using evidence from the text.
- Based on what you have read, what does the last paragraph suggest might happen next/ to the ...? Use evidence from this paragraph/ the text to support your prediction.
- What do you think ... would say to ... about ...? Use evidence from the text to support your answer.

2f Identify/ explain how information/ narrative content 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. (setting/ past events/ action/ lesson/ suspense/ character etc.)
- Find and copy a group of words where ... mood changes.
- What impact does ... change in mood/ feeling have on the text as a whole?
- The characters have different opinions of each other throughout the text. Find and copy a group of words which explains ... opinion of ...
- Draw lines to match each section to its main content.

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

- Why did the author use/ choose this word?
- Explain why the word ... has been used to ...
- Find and copy one word that suggests that the sound coming from ... is ...
- The word ... suggests that ... Tick one.
- Why does the writer compare ... to ...?
- Why did the author use this simile?
- How does ... help you to understand ...?
- How do the words create a feeling of ...?
- What do phrases like ... tell us?

2h Make comparisons within the text

- The mood/ relationships/ opinions of the characters change throughout the text. How do they change?
- How does ... feel about ... compared to the beginning of the text?
- According to the text, give one way that ...
 - a) are similar to ...
 - b) are different to ...

Questions to support my child's reading....

This leaflet uses questions stems that children will experience in the SATs papers.

When reading with your child choose up to 3 different sections to identify their clear understanding.

2c Summarise main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text. Number them 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?
- Which statement is the best summary for the whole of page ...?
- What is the main message of the poem/ story?
- Using information from the whole text, tick one box in each row to show whether each statement is true or false.
- Number the following sentences from 1-5 to show the order in which they happened in the poem ...
- Look at the first two paragraphs. Which sentence below best describes the ...?
- Which section of the text type (e.g. leaflet) is written to inform readers about ...?

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

- How can you tell that ... was keen to get to the ...?
- How does name of character know that ... is going to happen before ...?
- How do you know that ... wanted to keep ... a secret?
- According to the text, how did the ... help to change the opinion of ...?
- How do you think ... felt when (or about) ...?
- Explain how ... felt about ...
- How do these words make the reader feel about ...?
- How does the first paragraph suggest that the characters are ...?
- How can you tell that ... is an expert on ...?
- How is the ... made to seem ...?

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

- Who/ What/ Where/ Why/ How/ When ...?
- Write down one/ two/ three things that you are told about ...
- Which one of these drawings best represents ...?
- What did ... have to do in order to ...?
- What was revealed at the end of the poem/ story? (can be multiple choice)
- What helped ... to get ...?
- What does ... do to frighten/ entertain/ comfort etc. ...?
- According to the text, what could you do on ...? Give two examples.
- What event made ... want to/ do ...?
- What hardship did ... face? How did they deal with it?
- What conclusion does ... draw from this ...?
- What is the name/ one name that ...?
- What was one effect of ...?
- What does the poet ask ...?
- What is ... doing when ...?
- What does ... tell him/ her?
- In what year did ... occur?
- In what way is ... more useful than ...?
- How would you get from ... to ...?
- How does the ... behave when ...?
- How long did ...?
- How do you know that ...?
- In name of character's opinion, how do people feel about ...?
- Why were ... not always ...?
- Give one/two reasons why ...

2a Give/explain the meaning of words in context

- Find and copy one word/ a group of words meaning/ that means the same as ...
- Find and copy a word/ group of words that tells you/ shows/ suggests that ...
- Find and copy ... different words that show ...
- Give the meaning of the word ... in this sentence.
- What does ... mean in this sentence? (can be multiple choice but not always)
- Which of the following ... is closest in meaning to ...?
- ... This means that ...
- What does the word ... suggest/ tell you about ...?
- In the sentence/ paragraph ..., which word most closely matches the meaning of the word ...? (can be multiple choice but not always)
- Circle the correct option to complete the/ each sentence below ... (options which use synonyms/ paraphrase the text)
- Choose the best words to match the description above. Circle your choice.

The text refers to ... Who is/ are ...?

