



Reading Prompts for Parents

Years R to 2

Reading with your child (either reading to them or listening to them read) every day is of huge benefit. Sharing stories and non-fiction texts together, allows for opportunities to delve deeper into the text to help ensure a good understanding of what has been read.

Children may be good at decoding (using their phonics skills to make sense of words) but this skill should be developed alongside comprehension skills (their ability to make sense of the words they have read).

In this document, you will find some useful questions that you can ask as you share books with your child. Remember these questions are focused at children in Years R, 1 and 2 so pick the ones that are best suited to your child's reading ability.

Years R, 1 and 2 Retrieval Questions



Retrieval questions simply ask children to find information within the text. They test children's basic understanding of what they have read or what's happening in the pictures of a story and may ask about characters, the setting of the story, key events and in non-fiction texts, facts.

Retrieval Example Questions

- What is happening on this page? In this part of the story? Where/when is this story set?
- Who is/are the main character(s)?
- Who is the goodie/baddie? How can you tell?
- How does the story end?
- How did the _____?
- What is the _____?
- When did _____?
- How did the _____?
- What is the problem that has to be solved in this story?
- Which is your favourite part of the story? Why?
- What did you find out from reading this (non-fiction) text?
- Could you think of a different title for the story?
- Can you think of another story that is similar to this one?
- What is happening in this part of the story?



Years R, 1 and 2 Inference Questions



Inference questions involve being a 'reading detective' as children have to use clues from a text to infer meaning. Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text. To support your child with inference questions, talk about what you have been reading together and ask lots of questions which begin with 'why', 'where', 'who', 'how', 'what', 'do you think...?' Encourage your child to explain why they think this and to go back to the story to find evidence to back up their ideas.

Retrieval Example Questions

- I wonder why ?
- Can you explain why ?
- Why do you think ?
- How do you think ?
- When do you think ?
- Where do you think ?
- What do you think is thinking/feeling at this point? Why?
- Why does the author use the word here?
- How do you think the author feels about ? Find words/sentences to back this up.

Years R, 1 and 2 Vocabulary Questions



Vocabulary questions help to deepen children's understanding of words and their meanings.

Children will read around an unfamiliar word to try and work out its meaning or as they become more confident, they will describe why certain words were chosen to be used in the text.

For example, 'Why did the author use the word 'magnificent' to describe the banquet?' or 'Find a word in the text that tells us the king is greedy.' The best way to support the development of your child's vocabulary is through lots of talk and lots of reading. Don't be afraid to use more advanced vocabulary and to explain its meaning to your child. When reading to your child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.

Vocabulary Example Questions

- What do you think this word means?
- Why did the author use the word to describe ?
- How does this word/description make you feel about ?
- Which words has the author used which make you feel ?
- Can you use that word in a different sentence?
- Can you find a word in the text that means the same as ?



Years R, 1 and 2 Prediction Questions



As the name suggests, prediction questions ask pupils to say what they think will happen next, based on what they have read so far.

For example, 'What do you think will happen to Sam when he goes into the forest?', 'How do you think the story will end?' or 'What features would you expect to see in this type of text?' As with inference questions, children will need to use their understanding of the text to justify their answer. To help your child with these types of questions, stop regularly when reading together to ask, 'What do you think will happen next?' Discuss your child's ideas and share your ideas too, modelling how you are thinking about what you already know about the story and the characters to help you to make predictions.

Prediction Examples Questions

- What do you think will happen next?
- Where do you think will go next?
- What do you think will say/do next?
- How do you think this story will end?
- What sort of features do you expect to find in this type of story/non-fiction text?
- Can you think of any other stories that start like this?
- How do they end?
- Do you think this one will end the same way?

Years R, 1 and 2 Sequence Questions



Sequence questions test children's understanding of the events that happen in a story. To support your child's sequencing skills, ask them to sum up the plot of a story you have just read together, thinking about what happens at the beginning, the middle and at the end. Alternatively, it can be fun to draw the story as a cartoon strip or story map, showing the order in which things happen.

Sequence Example Questions

- How/where does the story start?
- Who do we meet first?
- What happens in the middle/at the end of the story?
- What information did you find out first?
- What is the first/second/last step in these instructions?
- Make a story map to show the order things happen in this story.
- Write four sentences to sum up what happens in this story.

