



# Reading Prompts for Parents

## Years 3 to 6

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 3 to 6 so pick the ones that are best suited to your child's reading ability.

### Years 3, 4, 5 and 6 Retrieval Questions

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

Encourage your child to focus on what the question is asking. For example, if you ask, "Who is the main character in this story?" They shouldn't just name all the characters but should think about who takes a main part in the story and could, therefore, be called the main character.

#### Retrieval Example Questions

- Where is the story set? Which part of the story best describes the setting?
- How does the main character look/behave/speak?
- When is the story set? How do you know?
- What does the word \_\_\_\_\_ mean?
- What did \_\_\_\_\_ do when \_\_\_\_\_?
- Where did \_\_\_\_\_ go?
- Who are the key characters in the book?
- What happened at \_\_\_\_\_?
- Describe...

Tell me about.....

- Which paragraph tells us \_\_\_\_\_?
- What do you think is happening here?
- What might this mean?



# Years 3, 4, 5 and 6 Inference Questions



Inference questions involve being a 'reading detective' as children have to use clues from a text in infer meaning. This could be about the author's intentions, what is happening in the story or a character's thoughts and feelings. 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.

For example a text may read:

"It's not fair!" shouted Jack as he slammed the door shut and flung himself onto his bed. He picked up his pillow and screamed loudly into it.

Inference questions about this section of text may include:

'How is Jack feeling?' What makes you think this?

'Where do you think Jack is?'

Your child needs to use the clues within the text to work out an answer and justify it e.g. 'He is feeling angry because the author uses the words slammed and screamed and you might do this when you are cross'.

## Example Inference Questions

- What makes you think \_\_\_\_\_? Give evidence for your opinions.
- Which words/phrases give you that impression?
- Why do you think the author chose to \_\_\_\_\_? Give reasons for your answer.
- How was \_\_\_\_\_ different after \_\_\_\_\_? Why?
- What do you think will happen to the main character now? Can you give reasons for your opinion?
- What makes you think this?
- What does the word \_\_\_\_\_ imply about \_\_\_\_\_?
- Why did the character behave like this?
- Why do you think (s)he \_\_\_\_\_?
- What do they seem to think about each other?
- Can we work out how \_\_\_\_\_ feels about \_\_\_\_\_?
- Why do you think \_\_\_\_\_ tells \_\_\_\_\_?
- How did \_\_\_\_\_ react?

# Years 3, 4, 5 and 6 Vocabulary Questions



Vocabulary questions are all about the words that a writer uses and the meaning of these words. Asking questions about vocabulary will help children to work out the meaning of unknown words and phrases using context clues within the text.

This will help to develop the children's ability to:

- Explain and understand the meaning of words in a text
- Decipher the meaning of unfamiliar words by using clues from the text
- Identify the correct usage of a word by its context (e.g. bat – a piece of sports equipment or an animal)
- Recognise synonyms (words with the same meaning) and antonyms (words with the opposite meaning)

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 (which teachers do all the time). 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. Discuss why the author might have chosen particular words

## Vocabulary Example Questions

- What does this word tell us about the character/setting/atmosphere?
- Look at that sentence/passage and find a word/phrase that means the same as \_\_\_\_\_
- Which words/phrase in this text give us the impression that the main character is \_\_\_\_\_?
- Which words/phrase in this text give us the impression that the setting is \_\_\_\_\_?
- Which words/phrase in this text give us the impression that the atmosphere is \_\_\_\_\_?
- The author describes the main character as \_\_\_\_\_. Think of another word that could be have been used instead.
- Why did the author use the word \_\_\_\_\_ to describe \_\_\_\_\_?
- How does the author make the reader feel \_\_\_\_\_ in this part of the text?
- What do phrases such as \_\_\_\_\_ tell you about \_\_\_\_\_?
- What do you think the writer is saying, when they \_\_\_\_\_
- By writing in this way, what effect has the author created?



# Years 3, 4, 5 and 6 Prediction Questions



Prediction questions ask children to say what they think will happen next, based on what they have read so far. As with inference questions, children 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 to ask, 'What do you think will happen next?'

Discuss your child's ideas and share your ideas too. Try to model your thinking aloud what you already know about the story and the characters to help you to make predictions about what may come next.

## Prediction Example Questions

- Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?
- Based on what you know about the character/event, how do you think the story will develop next?
- Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?
- Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.
- How is the character like someone that you know? How would she he/react to this situation?
- How does that affect how you think this character might respond?
- The character is in a tricky situation. What will the character do next? What would you do?
- Why?
- What don't we know about \_\_\_\_\_?
- What do we need to know, in order to \_\_\_\_\_?
- What do you think is likely to happen when \_\_\_\_\_?
- Do you think the author has a plan for \_\_\_\_\_?
- What could \_\_\_\_\_?
- Why do you suppose \_\_\_\_\_?

# Years 3, 4, 5 and 6 Author's Choice of Language Questions



These questions are a little bit like those that ask about vocabulary but are more specific and will help children to spot examples of ambitious vocabulary and figurative language and explain how the words and phrases that have been used add to the meaning of the text.

## Author Choice of Language Example Questions

- What does the word \_\_\_\_\_ tell us about the character/ setting/atmosphere?
- Look for a phrase that implies that the character/setting/atmosphere is \_\_\_\_\_.
- The author uses the word \_\_\_\_\_ to describe \_\_\_\_\_. What impression does this give us?
- How does the author show that the character/setting/atmosphere is \_\_\_\_\_?
- Can you think of a synonym/antonym for \_\_\_\_\_?
- Look for an example of a simile in the text. How does this add meaning?
- Look for an example of a metaphor in the text. How does this add meaning?
- Look for an example of personification in the text. How does this add meaning?
- Why have the headings/chapter names/character names been chosen for this book?
- Explain why the word \_\_\_\_\_ is used to describe \_\_\_\_\_.
- What does the word/phrase \_\_\_\_\_ tell you about \_\_\_\_\_?
- How does the word/phrase \_\_\_\_\_ help us to understand \_\_\_\_\_?
- How has the choice of words created a feeling of \_\_\_\_\_?
- Why did the author choose the verb/adjective/adverb \_\_\_\_\_?
- Which sentences are most \_\_\_\_\_?
- Which words(s) makes you feel \_\_\_\_\_?



# Years 3, 4, 5 and 6 Compare, Contrast and Comment Questions



For these types of questions, children are expected to identify links between different parts of a text or story, and also explain how a whole text conveys a message or idea. These questions also ask children to make compare different sections, characters, themes and places within a text. In non-fiction texts, children should be able to answer questions as to why a text has been arranged in a certain way.

## Compare, Contrast and Comment Question Examples

- Look at the section entitled \_\_\_\_\_. Why has this been included in this text?
- Look at the front cover of this book. What sections would you expect to find in this book?
- Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?
- What is the purpose of \_\_\_\_\_?
- How does the layout help to \_\_\_\_\_?
- Compare one character to another. How are they different or similar?
- When might someone choose to read this book?
- In what ways, is \_\_\_\_\_ like \_\_\_\_\_?
- How has the author organised the text? Why?
- How does the organisation of this text help us to better understand the information?
- In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?
- Who has the author written this text for?
- Compare how the characters are reacting to this problem. Who deals best with the situation?
- How has the character changed during the text?
- Which is the most important section in this book? Justify your choice.
- What can you tell about the viewpoint/opinion of the author on this topic?
- How have your feelings about \_\_\_\_\_ changed?