

AF7-Social, cultural, historical contexts and literary traditions.

**HOW DO YOU KNOW THIS IS A...?**

*HOW DO YOU KNOW THIS IS A FAIRY TALE?*

**HOW DOES THIS COMPARE WITH...?**

*HOW DOES THIS COMPARE WITH OTHER MICHAEL MORPURGO BOOKS?*

**HOW IS ... LIKE SIMILAR CHARACTERS FROM OTHER BOOKS?**

*HOW IS HARRY LIKE OTHER SCHOOLBOYS IN OTHER BOOKS?*

**HOW DO YOU KNOW THIS IS SET IN...?**

*HOW DO YOU KNOW THIS IS SET IN WORLD WAR 2?*

**WHAT DOES ... TELL YOU ABOUT...**

*WHAT DOES THE WORD SIMBA TELL YOU ABOUT THE SETTING?*

**WHICH FEATURES TELL YOU THIS IS...?**

*WHICH FEATURES TELL YOU THIS IS A FANTASY STORY?*

**TELL ME HOW THIS IS THE SAME AS OR DIFFERENT TO...**

*TELL ME HOW THIS IS DIFFERENT TO WAR HORSE*

**WHAT DO THE CHARACTERS' REACTIONS TELL YOU ABOUT...?**

*WHAT DO THE CHARACTERS' REACTIONS TELL YOU ABOUT THE TIME THAT THIS WAS SET IN?*

**HOW DOES ... AFFECT THE CHARACTERS?**

*HOW DOES THE WAR AFFECT THE CHARACTERS?*

# Guided Reading Question Stems

This booklet has example questions to ask children during a guided reading session. It is organised by Assessment Focus (AF) so that you can ensure that the questioning is targeted and assesses children on that skill.

# A guide to the Assessment Focuses

## AF1

**Use a range of strategies, including accurate decoding of text, to read for meaning**

Can the child gain meaning from texts by:

- A reading words on sight, eg familiar common words, some content words.
- B making use of phonic strategies, eg consonant blends, word initial/word final; long vowels; polysyllabic words.
- C using sentence and whole text knowledge, eg by self-correcting, substituting words that make grammatical or contextual sense
- D showing awareness of punctuation marks in reading, eg pausing at full stops?

## AF2

**Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**

Can the child:

- A recall the main ideas of a story or information text?
- B identify how characters behave, eg repeated actions and sayings?
- C connect words and illustrations, eg what additional information does the illustration add?
- D say what they have found out by reading the book?
- E retrieve relevant details from different paragraphs or sections of the text?

## AF3

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

Can the child:

- A use knowledge of a story so far to make predictions about what will happen next?
- B connect information together to draw out implied meanings?
- C distinguish between more and less important items of information?
- D use clues from what characters do and say to explain their motives?

## AF4

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

Can the child:

- A make use of book conventions and organisational devices to focus their reading, eg index, glossary?
- B trace how ideas link and how a writer signals changes and connections?
- C participate in group discussion of how to find information on screen?

## AF5

**Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level**

Can the child:

- A make use of book conventions and organisational devices to focus their reading, eg index, glossary?
- B trace how ideas link and how a writer signals changes and connections?
- C participate in group discussion of how to find information on screen?

## AF6

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

Can the child:

- A respond to the text overall and say what they liked/disliked about it?
- B identify the main purpose of a text, using evidence from what they have read?

## AF7

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

Can the child:

- A identify traditional characters and settings in fiction?
- B relate the text to others, eg by a similar type, by the same author, in a series?

AF6-Writers' purpose and viewpoint

**WHAT IS THIS TEXT TRYING TO TELL YOU...?**

*WHAT IS THIS TEXT TRYING TO TELL YOU ABOUT WAR?*

**HOW ARE YOU SUPPOSED TO FEEL ABOUT...?**

*HOW ARE YOU SUPPOSED TO FEEL ABOUT THE DEATH OF YODA?*

**HOW DO YOU KNOW THE AUTHOR LIKES/DISLIKES...?**

*HOW DO YOU KNOW THAT THE AUTHOR LIKES CHELSEA?*

**WHY DID THE AUTHOR WRITE THIS...?**

*WHY DID THE AUTHOR WRITE THIS FROM MICHAEL'S POINT OF VIEW?*

**WHO IS THIS BOOK FOR?**

*WHO IS THIS BOOK FOR? CHILDREN, ADULTS OR TEENAGERS?*

**HOW ARE THE PURPOSES OF THE TEXT DIFFERENT?**

*HOW IS THE PURPOSE OF THE LETTER AND THE STORY DIFFERENT?*

**WHERE WOULD YOU EXPECT TO SEE THIS ... TEXT?**

*WHERE WOULD YOU EXPECT TO SEE THIS FACTFILE TEXT?*

**WHY WERE... INCLUDED?**

*WHY WERE QUOTES FROM SCIENTISTS INCLUDED?*

**WHICH TEXT IS MOST/MORE EFFECTIVE?**

*WHICH TEXT ON WHALES IS MOST EFFECTIVE IN PERSUADING THE READER?*

**WHICH TEXT IS ...?**

*WHICH TEXT IS THE WRITER'S OWN OPINION?*

AF5-Writer's use of language

**EXPLAIN WHY ... IS USED.**

*EXPLAIN WHY THE WORD 'GALLOPED' IS USED.*

**WHY DOES THE WRITER COMPARE ... TO...?**

*WHY DOES THE WRITER COMPARE THE RAIN WITH HORSES' HOOVES?*

**WHAT DOES ... TELL YOU ABOUT...?**

*WHAT DOES 'THE THUNDEROUS CACOPHONY' TELL YOU ABOUT THE LION'S ROAR?*

**WHY DID THE AUTHOR USE...?**

*WHY DID THE AUTHOR USE THIS SIMILE?*

**HOW DOES ... HELP YOU TO UNDERSTAND?**

*HOW DOES THE COMPARISON WITH A SKYSCRAPER HELP YOU TO UNDERSTAND HIS HEIGHT?*

**WHY ARE ... USED?**

*WHY ARE WORDS LIKE 'SWEPT, SQUISHED, SUCK' USED?*

**HOW DO THE WORDS CREATE A FEELING OF...?**

*HOW DO THE WORDS LIKE CREAKED AND CRACKED CREATE A FEELING OF SPOOKINESS?*

**WHAT DO PHRASES LIKE... TELL YOU?**

*WHAT DO PHRASES LIKE 'IT IS PROBABLY AND SOME MIGHT SAY' TELL YOU?*

**WHY DID THE AUTHOR CHOOSE...?**

*WHY DID THE AUTHOR CHOOSE 'CREEPING AND TIPTOEING'?*

AF2-Literal retrieval-recalling and retrieving simple information

**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 TELLS YOU...**

*WHICH WORD TELLS YOU THAT SHE IS A GIRL?*

**WHERE DID ... GO?**

*WHERE DID THE BOY GO?*

**DESCRIBE...**

*DESCRIBE THE GIANT'S HOUSE*

**WHERE ARE...?**

*WHERE ARE THE HORSES NOW?*

**WHY DO...**

*WHY DO THEY LIKE CHOCOLATE?*

AF3-Deduce, infer, interpret information, events or ideas-looking for clues that tell you something rather than telling you directly.

**HOW DID...**

*HOW DID JACK KNOW THAT THE GIANT WAS COMING?*

**WHAT WORDS TELL US...?**

*WHAT WORDS TELL US THAT JACK WAS UNHAPPY?*

**WHAT DOES THE WORD ... IMPLY?**

*WHAT DOES THE WORD 'STOMPED' IMPLY?*

**WHY DID...?**

*WHY DID JACK TAKE THE GOLDEN GOOSE?*

**WHAT IDEAS ARE WE GIVEN ABOUT...?**

*WHAT IDEAS ARE WE GIVEN ABOUT JACK'S MOTHER?*

**WHAT DOES... THINK?**

*WHAT DOES THE GIANT'S WIFE THINK?*

**HOW DID .. REACT OR FEEL?**

*HOW DID JACK REACT TO /FEEL ABOUT BEING GIVEN THE MAGIC BEANS*

**HOW WAS ... DIFFERENT AFTER ...?**

*HOW WAS JACK'S LIFE DIFFERENT AFTER HE HAD THE HARP AND THE GOOSE?*

**WHY IS ... IMPORTANT?**

*WHY IS THE FACT THAT JACK CUT DOWN THE BEANSTALK IMPORTANT?*

AF4-Identify and comment on structure and organisation

**WHAT IS THE PURPOSE OF?**

*WHAT IS THE PURPOSE OF THE PICTURES ON PAGE 7?*

**HOW DOES THE LAYOUT HELP...?**

*HOW DOES THE LAYOUT HELP YOU TO FOLLOW THE RECIPE?*

**WHY IS ... IN ...?**

*WHY IS THIS PARAGRAPH IN ITALICS?*

**WHY ARE ... USED?**

*WHY ARE SUBHEADINGS USED?*

**WHY HAS...?**

*WHY HAS THE INFORMATION BEEN PRESENTED IN THIS WAY?*

**WHY IS ... DIFFERENT TO...**

*WHY IS THE LAYOUT ON PAGE 17 DIFFERENT TO PAGE 19*

**WHY IS IT EASIER TO READ...?**

*WHY IS IT EASIER TO READ THE FACTS IN FACT BOXES?*

**WHY DID THE AUTHOR CHOOSE...?**

*WHY DID THE AUTHOR CHOOSE TO CHANGE PARAGRAPHS HERE?*

**WHY DOES THE AUTHOR USE...?**

*WHY DOES THE AUTHOR USE A DIFFERENT FONT FOR THE POSTCARD?*