# Key Stage Two Reading Questions

| Enjoy | Reading for Pleasure and Enjoyment |
|---|---|

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

| Decode | Word reading and decoding skills |
|---|---|

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?

| Define | 2a: Give/explain the meaning of words in context |
|---|---|

- Explain two things that the words ___, ____ suggest.
- Find and copy a word/two words/a group of words/a sentence that shows/tells you _____
- In this sentence _____ is closest in meaning to _____?
- The author uses _____. _____ has two different definitions, use each definition to write a sentence.
- The author uses _____. Why do you think they chose this word?
- The author uses _____. Which of these words could be used to give a similar meaning in the sentence?
- Which word best describe _____?
- Find and copy one word that suggests that _____
- What does this word/phrase/sentence tell you about _____?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- Why does the author use _____ repeatedly?
- The writer uses words like _____ to describe _____. What does this tell you _____?
- What other words/phrases could the author have used?
- The writer uses _____to describe _____ How does this make you feel?
- Can you find an example of a word that means _____?
- Which of the following words is closest in meaning to…?
- Which of the following words is closest in meaning to…as it is used here?
- Find and copy a group of words that means the same as (enter phrase/idiom rather than word).
- What do the words (enter phrase/idiom etc) mean?
- Find and copy one word that shows that…is not easy.


Define

Which…?   What…?   How…?   Where…?   When…?   Why…?   Who…?

- Identify how _____
- Give two reasons why _____
- True/False
- Fact/Opinion
- Circle the option to complete the sentence.
- When did _____ take place?
- From whose point of view is the story told?
- Which part of the story best describes _____? Explain why.
- Which words and /or phrases _____?
- What evidence do you have to justify your opinion?
- Find the paragraph where _____
- How do you know that…had not…? Give two ways.
- What is one…?
- According to…

*Retrieve*

- What is the main message of the text?
- Number the sentences below to show the order they happened
- Which of these events happened first?
- Which of these events happened last?
- What happened after?
- What happened before?
- What's the main point in this paragraph?
- Can you sum up what happens in _____?
- Sort the information in these paragraphs.
- Which is the most important point in these paragraphs? How do you know?
- What part of the story do you think is the most important? Explain why you think this.
- Which of the following would be the most suitable summary of the whole text?
- Which sentence best describes the…?
- Which statement is the best summary for…?

Summarise

| Infer | 2d: Make inferences from the text/Explain and justify inferences with evidence from the text |
|---|---|

- Explain how _____?
- Explain why _____?
- Why did _____?
- Why is _____?
- How does _____?
- Why do you think _____? Explain using the text.
- How do you know _____? Explain using the text.
- When do you think_____? Explain using the text.
- How can you tell that _____? Explain using the text.
- True/False
- What makes you think that?
- Which words give you the impression that _____?
- How do you feel about _____? Why?
- Can you explain why_____?
- Which word tells you that _____?
- Quotation from the text. What conclusion does _____ draw from this?
- How can you tell that…was…? Give one piece of evidence that shows…
- What impressions do you get of…at this point in the extract? Give two impressions, using evidence from the text to support your answer.
- Give two reasons why…does not want to…
- How can you tell there was something strange about…? Explain two ways, using evidence form the text to support your answer.
- What suggests that…was not…?
- Explain what the…finds…about…
- The experience in the last…could best be described as…
- Tick the two…that are mainly about… •      What other impressions do you get of… in…?
- What else in the text tells us…

| Predict | 2e: Predict what might happen from details stated and implied |
|---|---|

- What do you think will happen next?
- What do you think would happen if _____?
- Based on what you have read, what does the last paragraph suggest might happen next?
- Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why?
- Why did the author choose this setting? Will that influence how the story develops?
- How is _____ like someone you know? Do you think they will react in the same way?
- What might happen next? Why?
- Choose one character from the book and predict how you think they will behave/react?
- Can you predict several possible outcomes and explain your answer?
- What if…?
- If there was a sequel, what might happen? Why do you think this?

| Relate | 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole |
|---|---|

- At what point did the characters mood change? Justify your answer using the text.
- What caused the characters to change their actions?
- What caused a change in events?
- Explain why _____
- What is similar/different _____ and _____?
- Why is _____ important in the story?
- Does this story have a moral or a message? Explain how you know using the text.
- Why do you think the author chose to use _____ to present the information?
- How does the _____ encourage you to read on/find information?
- Where does it tell you that _____?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- Who do you think this information is for?
- What atmosphere is the author trying to create? What words/phrases help to create that feeling?
- Why did the author write this story? Find a group of words to show that … has changed.
- What has the author done to make you want to read on? Explain your answer using the text.

## Explore — 2g: Identify and explain how meaning is enhanced through choice of words and phrases

- What does _____ tell you about _____?
- What words help the reader to _____?
- What impact does the phrase _____ have on the reader?
- Find and copy words from the paragraph that show it was _____
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like _____ to describe _____. What does this tell you about _____?
- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by '_____'?
- When the author uses this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of _____?
- Quotation from the text. What conclusion does _____ draw from this?

## Compare — 2h: Make comparisons within the text

- How does the characters mood change throughout the text?
- What words would you use to describe the main character at the start and end of the text?
- Compare and contrast different characters, reactions, settings, themes within the text.
- How are the lives of the people different as a result of _____?
- How is it similar to _____?
- How is it different to _____?
- Compare your book to another on the same topic. Which do you prefer and why?
- Would you like to read more books by this author? Explain your reasons.
- If you have read other texts by this author, can you see any similarities/differences between them?
- Give one way…are similar to…
- Give one way…are different from…

| Content Domain | Examples from Recent KS1 SATs |
|---|---|
| **2a – define** | **35** ...it **dawned on me** that the dice ought to belong to a game... <br><br> Which of the following is closest in meaning to *dawned on me* as it is used here? <br><br> Tick **one**. <br><br> began to worry me ☐ <br><br> became clear to me ☐ <br><br> made me feel better ☐ <br><br> puzzled me ☐ <br><br><br> **22** She came. And I still **vividly recall**... <br><br> What do the words *vividly recall* mean? <br><br> _____ |
| **2b – retrieve** | **7** Look at the section headed: ***Other interesting facts***. <br><br> Complete the sentence below. <br><br> Recent studies show that… <br><br> Tick **one**. <br><br> giant pandas always spend most of their lives alone. ☐ <br><br> most giant pandas live in captivity. ☐ <br><br> giant pandas only live in the wild in China. ☐ <br><br> some giant pandas live in the same area. ☐ <br><br><br> **1** According to the text, approximately how many giant pandas currently live in the wild? <br><br> _____ |

## 2c – summarise

**28** Number the following sentences from 1–5 to show the order in which they happen in the poem.

The first one has been done for you.

The poet arrives in France. [ ]

The poet lives with his grannie. [1]

The poet is injured. [ ]

The poet's grannie visits him. [ ]

The poet writes to his grannie. [ ]

**31** Look at the first two paragraphs.

Which sentence below **best** describes the farmhouse?

Tick **one**.

It had always been a lifeless place. [ ]

No one ever went there by choice. [ ]

It seemed stuck in the past. [ ]

The outside was better looked after than the inside. [ ]

## 2d – infer

**40** Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

_____

_____

2. _____

_____

_____

3 marks

**18** The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

2 marks

| | |
|---|---|
| **2e – predict** | **20** Do you think that Martine will change her behaviour on future giraffe rides?<br><br>Tick **one**.<br><br>yes ☐<br><br>no ☐<br><br>maybe ☐<br><br>Explain your choice fully, using evidence from the text.<br><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br><br>3 marks |
| **2f - relate** | **28** Draw lines to match each section to its main content.<br><br>One has been done for you.<br><br>**Section** / **Content**<br><br>The first Channel swimmer — summarises key information about swimming the Channel<br><br>Frequently asked questions — shows contrasting viewpoints about swimming the Channel<br><br>Safe to swim? — gives information about the origins of swimming the Channel<br><br>Celebrity swimmer — highlights the continuing attractions of swimming the Channel<br><br>1 mark |

| | |
|---|---|
| **2g - explore** | **29** *...like a toy sitting on a glass table.*<br><br>What does this description suggest about the boat?<br><br>_____<br>1 mark |
| **2h - compare** | **6** Look at page 4.<br><br>According to the text, give **one** way that giant pandas are…<br><br>(a) similar to other bears.<br><br>_____<br>1 mark<br><br>(b) different from other bears.<br><br>_____<br>1 mark |

| Question Type | Examples from Recent KS2 SATs |
|---|---|
| **Tick box** | **7** Look at the section headed: *Other interesting facts*.<br><br>Complete the sentence below.<br><br>Recent studies show that…<br><br>Tick **one**.<br><br>giant pandas always spend most of their lives alone. ☐<br><br>most giant pandas live in captivity. ☐<br><br>giant pandas only live in the wild in China. ☐<br><br>some giant pandas live in the same area. ☐ |
| **Short response** | **1** According to the text, approximately how many giant pandas currently live in the wild?<br><br>_____<br><br>**22** *She came. And I still **vividly recall**...*<br><br>What do the words *vividly recall* mean?<br><br>_____ |

## Extended response

**38** What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

| Impression | Evidence |
|---|---|
|  | _____ |
| _____ | _____ |
|  | _____ |
|  | _____ |
| _____ | _____ |
|  | _____ |

**40** Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

   _____

   _____

2. _____

   _____

   _____

## Matching

**28** Draw lines to match each section to its main content.

One has been done for you.

| Section | Content |
|---|---|
| *The first Channel swimmer* | summarises key information about swimming the Channel |
| *Frequently asked questions* | shows contrasting viewpoints about swimming the Channel |
| *Safe to swim?* | gives information about the origins of swimming the Channel |
| *Celebrity swimmer* | highlights the continuing attractions of swimming the Channel |

1 mark

| | |
|---|---|
| | |
| **Sequencing** | **5** Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.<br><br>The first one has been done for you.<br><br>A cub eats bamboo for the first time. ☐<br><br>A cub leaves its mother. ☐<br><br>A cub develops black spots. ☐<br><br>A cub weighs 31 to 36 kilograms. ☐<br><br>A cub weighs about the same as an apple. 1 |
| **True or False** | **18** Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.<br><br>| | True | False |<br>|---|---|---|<br>| Matthew Webb's first attempt to swim the English Channel was not successful. | | |<br>| The first successful swim of the English Channel was in 1872. | | |<br>| J.B. Thompson and Matthew Webb swam the English Channel in 1875. | | |<br>| Matthew Webb took twenty hours to swim the English Channel. | | | |

| Fact and Opinion | |
|---|---|
| | **15** Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**. |

| | Fact | Opinion |
|---|---|---|
| Giant pandas are fascinating animals. | | |
| Giant pandas' main food in the wild is bamboo. | | |
| Giant panda cubs weigh about 150g when born. | | |

**Find and Copy**

**12** Look at the section headed: *What about the future?*

**Find** and **copy one** word that shows that helping the giant panda is not easy.

_____

**20** **Find** and **copy** a group of words that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today.

_____

**Other**

**19** Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

1.  Hardship: _____

How he dealt with it: _____

_____

2.  Hardship: _____

How he dealt with it: _____

_____

**38** Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

| Impression | Evidence |
|---|---|
| _____ | _____ |
| | _____ |
| | _____ |
| _____ | _____ |
| | _____ |
| | _____ |