

**Question stems to support the planning, teaching and learning of each content domain for reading:**

**2a Give/explain the meaning of words in a context**

- Find and copy one word meaning...
- Look at the paragraph beginning...Find and copy one word meaning...
- In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)
- Find and copy a word/group of words that suggest that...
- Circle the correct option to complete the/each sentence below...
- Look at the paragraph... what does the word...suggest about...
- Find and copy one word/group of words that tells you...
- What does the word...suggest about...
- Give the meaning of the word...in this sentence.
- What does...mean? (can be multiple choice)

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

- Write down one/two/three things that you are told about the...
- 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)
- Using information from the text indicate whether the following statements are true or false...
- Circle the correct option to complete the/each sentence below...
- What helped...to get...?
- Look at the paragraph beginning...give one/two reasons why...
- Why were...not always...?
- How would you get from...to...?
- According to the text what could you do on... ? Give two examples.
- Look at the paragraph/text box. Complete the table below...
- Tick true or false in the following table...
- What does the... do to frighten the...?
- How does the ... behave when...?

**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.
- 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.

**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... ?
- Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs?
- Look at the paragraph beginning... why did ...find it difficult to ... ?
- Look at the paragraph beginning...how do you know that... wanted to keep...a secret?
- What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...
- Explain what this description suggests about...
- What evidence in the text is there that....can be dangerous? Give two examples.

- Why did ... feel ...?
- In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.
- According to the text, how did the...help to change the opinion of...
- How do you think ... felt when (or about) ...?
- What do you think...was thinking?
- What kind of person do you think...was? Use evidence from the text to support your answer.
- 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 ... ?

## 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 explain ... opinion of... .

## 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
- Why does the writer compare....to....?
- Why did the author use this simile?
- What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?
- How does...help you to understand...?
- How do the words create a feeling of...?
- What do phrases like...tell us?
- What impression of the... does this word/phrase give 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?

- **N.B. Using evidence from the text to support all answers ideas should be common practice across all content domain.**