

Questions to help your child develop their comprehension skills.

Question prompts to develop

Assessment Objective 1

Do you see a word you know?

What would make sense/ sound right?

What would you expect to see at the

beginning of …..?

Is it like a word you already know?

Can you see a word inside the word?

Blend this part of the word.

Does the sentence make sense?

Question prompts to develop

Assessment Focus 2

Where and when did the story take

place?

What did s/he/it look like?

Who was s/he/it? Can you name the….?

Where did s/he/it live?

Who are the characters in the book?

What happened after?

How many….?

Describe what happened at….?

Who spoke to ….? Identify who….?

Can you tell me why?

Which is true false…..?

Find the meaning of….?

What is. ... ?

Question prompts to develop

Assessment Focus 3

How did\_\_\_ feel?

Why did \_\_\_ feel / think\_\_\_\_?

Why is \_\_\_\_ important?

Describe\_\_\_ reaction / feeling

In what ways does \_\_\_\_?

Match feelings / thoughts to parts of the

story.

If \_\_\_\_\_ , why?

Agree or disagree with an opinion. Justify.

How do we know \_\_\_\_?

What does this tell us about how \_\_\_ is

feeling / thinking?

Have you ever had a similar experience?

How did you feel?

Put yourself in their shoes.

Who do you know who is like \_\_\_\_?

Describe in your own words …………

What do you think will happen because of

… ?

If this was you – how would your friends

react?

Question prompts to develop

Assessment Focus 4

Where could you find out about... in this

book?

Where in the book would you find...?

Sub-headings: Are they statements or

do they ask questions?

Which sub-headings engage the reader

more effectively?

What’s the difference between the

index and the contents?

If you want to find out about... how could

you do it?

What’s the best place to look for

information about...?

If you can’t find information in the

contents, where else might you look?

What are the main ideas in this

paragraph and how are they related?

How does the layout and presentation of

this advert help to persuade you to take

notice of its campaign?

Where in this chapter does the writer give

another point of view?

How does she signal that she’s going to do

this?

Question prompts to develop

Assessment Focus 5

Which feature does the author use in a

(specified) piece of text? Why?

What does (word/phrase) mean?

Why has the author used this phrase/

feature? E.g. italics, bold, repetition, simile,

exclamation marks, headings, bullet points,

captions etc.

Comment on the effect.

What has the author used in the text to

make this character funny/sad/angry/tense?

How effective is this?

How has the author used the text to make

the situation or event angry/tense?

Comment on the effect.

Think of another more/less emotive word

you can substitute here. What different

effect would your word have?

As a reader, how do you feel about...? How

has the author created this feeling?

Which words and phrases tell you that the

author is describing...?

How could the meaning be changed by

altering the punctuation? E.g. commas, full

stops, ellipsis, exclamation marks etc.

Comment on the effect.

Question prompts to develop

Assessment Focus 6

Why did the author choose this setting?

What do you think the writer’s purpose is?

How do you know?

What did the writer intend by (phrase /

sentence /incident... etc)?

What is the purpose of this particular

paragraph/character/change?

Why has the author used humour at this

point?

Look at the caption and diagram. What

does it explain to you? Why does the writer

choose to include them?

What impression do you think the writer

wants to give of this character? Why? What

effect does this have on other characters?

In this paragraph, what effect does the

author want to have on the reader?

From the opening section of the text, what

is the writer’s opinion of school/the war/

animals etc?

Which other author handles time in this was

e.g. flashbacks; dreams? Which stories

have openings like this?

Which article/letter would most persuade

you to change your mind? Why?

By using these words/phrases

(........) what effect has the author

had on the reader?

Question prompts to develop

Assessment Focus 7

Can you think of another story which has a

similar theme; eg. good over evil; weak over

strong; wise over foolish?

Where there is a different cultural setting -

where is the story set? What are the

features of this setting e.g. language,

environment, attitudes?

What difference does the culture make to

how the characters act/react in the story?

What does this tell us about the way of life

within this different culture?

Which other stories deal with similar issues

e.g. social; moral; cultural?

In the fairy stories that you know, who are

the heroes/ villains? What have they got in

common and how are they different?

What cultural/ historical/ traditional features

add to the success of this story/ piece of

writing/ poem/ description etc? What

evidence do you have to justify your view?

How is this setting similar to settings in

other traditional tales you have read?

How would this text work in a different

cultural/ historical setting?