



**ALFRED STREET
JUNIOR SCHOOL**

GUIDE FOR PARENTS

FLUENT READERS

At Alfred Street Junior School, we greatly appreciate any time you can spend with your children listening to them read. This handbook is designed to help you make the most of the time you spend with your child so that you can give them appropriate support that maximizes the time you spend with them.

Ideally, children should read with you for at least 10 minutes. Depending on the reading ability and age of your child, these 10 minutes should be a combination of listening to a child read aloud and discussion about what they have read using some of the questions contained in this booklet. For those children who find reading particularly difficult, you could also take it in turns to read aloud.

Contained within this handbook are higher order questions which are relevant when hearing older or more accomplished readers across the school. The conversation between you and the child when listening to them read is as important as encouraging them to read fluently. Using the questions provided will encourage discussion between you and your child, which will benefit their understanding of the text and help them to develop their inference skills.

Thank you again for your time.

Types of Question

Literal

These require children to recall key facts from the story or text to show understanding of what they have read.

Eg What colour was the characters hat? How many goldfish were in the bowl? What word does the writer use to describe the witch?

Higher Order Questions

Application Questions

Transferring knowledge learned in one context to another.

Do you know another story that has a similar theme?

Can you think of another story that deals with the same issues?

Can you think of another author who deals with time in this way?

Eg flashbacks, dreams

Which stories have openings like this?

Analytical Questions

Analysing mood, setting, characters; expressing opinions and preferences; making inferences and deductions; referring to the text

How does the layout help ...? e.g. paragraphs, sub-headings, font

Why are words misspelt in this comic?

What makes you think that?

What words give you that impression?

How did ...? E.g. the ostler betray Bess and the Highwayman?

Can you explain why?

Do you agree with ...'s opinion?

I wonder what the writer intended?

Explain why the writer has decided to ...?

How were the purposes of the texts different?

What can you tell about the viewpoint of the author?

Questions requiring synthesis

Developing a critical stance based on information from a range of sources

What ideas are we given about ...? e.g. impact of weather

What does the author think about ...? e.g. looking after the countryside

What is your opinion?

What evidence do you have to support your view?

Using evidence from the text can you tell me what you feel about ...?

Based on what you have read, what do you think about, e.g. global warming?

What would this character think about ...? (possibly a present day issue)

Look at the descriptions of 3 people. Who is most likely to buy this book?

In what kind of magazine would you expect to find an article like this?

Why were ...? e.g. the quotations included

Evaluation questions

Making judgements, explaining reasons for judgements, comparing and contrasting, developing reasoning using evidence.

What makes this a successful text?

What evidence do you have to justify your opinion?

Does it work?

Could it be better?

Is it as good as ...?

Which is better and why?

Which text do you think is more/most effective?

Which text is giving the writer's own opinion? How do you know?

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

What voice might the character use?

How would the character say...?

What strategies would you use when you get stuck on a word?

To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.

Find a few words/phrases/sentences that tell you about... (character, setting, atmosphere)

What do other people say about the character?

How did...?

Who had...?

What happened to...?

What happened after...?

Who is/was...?

What was ... doing when...?

What did ... do, after... did...?

What makes (name of character) special?

Which word tells you about how big/small...?

How often...?

How many...?

What is another name for...?

Who is telling the story?

Is it true/ false that...?

Give one example of...

How old/big/heavy/strong etc...?

What does (a particular word) mean?

Draw a timeline of events.

Find two/three facts/reasons for...

Non-fiction books - What is the text about? What is the title of the text? Who is the author of the text?

Non-fiction books - What kind of things would you expect to see in this book?

Non-fiction books - Can you find examples of different features of this text type?

Non-fiction books - Find something that interests you from the text. Explain why you chose that particular part.

Non-fiction books - Where would you look to find out what a technical word means?

Non-fiction books - What is on the cover of the book? What does this tell you about the content inside?

To deduce, infer or interpret information, events or ideas from texts.

What do you think this story is going to be about? Were you right?

How did (character's) actions affect the outcome of the story?

How does (character) feel at this point and what does it tell you about him/her?

Do you remember what... did the first time?

In the light of what you know now, why do you think he felt so (angry/happy etc)?

Why did... say/do/think...?

Why was ... sad/happy/surprised/excited?

What does (a particular phrase) mean?

What did ... enjoy/dislike/find surprising? Why?

What did ... mean when she/he said...?

What does (a particular phrase) tell you about what ... was thinking/feeling?

What was ... thinking when...? How do you know?

What does this character feel about? How do you know?

What do these pages/paragraphs tell you about?

What do you learn from...?

What is the main idea of this part of the poem/chapter/ article? Find two examples to support your point of view.

Why is ... an appropriate title for this text?

Give one of the effects of doing/not doing ... Do you think...?

What is happening? What do you think might have happened before?

What do you think might happen next?
Non – Fiction: Which parts of the book could help you find the information you need?
Non – Fiction: When would you use the contents page in the book?
Non – Fiction: When would you use the index page in the book?
Non – Fiction: What sort of person do you think would use this book?
Non – Fiction: When might someone use this book? Why?
Non – Fiction: Can you suggest ideas for other sections or chapters to go into the book?
Non – Fiction: Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?
Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
Why is the text arranged in this way?
How does beginning the passage with a question make the reader want to read on?
Look at the way the poem is organised. Are there any words that signpost change? What effect does this change have? What is the effect of the change of rhyme scheme?
How does the form of this poem suit the ideas it expresses?
Why has the writer used these repetitive structures? Why is there an exclamation mark/question mark/colon/ bullet point...?
Where does the writer give another point of view?
How does she/he signal that s/he is going to do this?
Is the use of direct speech here effective? Why/why not?
How does it fit in to the presentation of his/her argument?
How are the beginning and ending similar? Why is this order of events significant?
Non – Fiction: What is the purpose of the writing in the boxes/bold type/italic/etc ?
Non – Fiction: Why is the background in this piece a different colour?
Non – Fiction: How have the different parts of the text been made clear?

Non – Fiction: What is the heading/sub-heading for?
Non – Fiction: Why are there lines to the picture/photograph?
Non – Fiction: How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message?
Non – Fiction: How many paragraphs? What connectives? How are the topic sentences used?
Non – Fiction: Why is there a contents page/index/glossary?
Non – Fiction: Can you find an example of a page you think has an interesting layout? Why did you choose it?
Non – Fiction: Can you find examples of words which tell you the order of something?
Non – Fiction: What kind of a text is this? How do you know?
Explain and comment on the writer's use of language, including grammatical and literary features at word and sentences level.
What effect has the author created? How?
What do the onomatopoeic words tell you?
What does ... mean?
Think of another more/less emotive word you can substitute here? What different effect would your word have?
Find a metaphor that helps you visualise... What makes it effective?
Non – Fiction: How does the information in this paragraph try to influence your view of...?
Non – Fiction: Which bullet points are fact and which are opinion? How do you know?
Non – Fiction: Why does this book contain technical vocabulary?
Non – Fiction: Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?
Non – Fiction: Are there any examples of persuasive language?
Non – Fiction: Why do we need a glossary in a text?
Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

What did you learn about ... from ...?
Why is the story called ...?
Why did s/he explain ... in this way?
What impression does the writer give of ...'s character? What makes you feel this?
Why did the writer choose (these words) to describe...?
How effective is (e.g. the comparison of animals with human beings) in getting across the writer's viewpoint?
Why does the author begin with...? How does this make you want to read on?
Has the writer got one clear viewpoint on...? How do you know?
How does the author make sure that you do... before...?
Which was the most exciting part of the story? Explain why.
How can you recognise the attitude of this character?
Non-fiction: Why has the writer written this text? What do you think he/she thinks about the topic?
Non-fiction: Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully
Non-fiction: Why did the writer choose to present the information in the way they did?
Non-fiction: How could the information be presented better?
Non-fiction: What makes this text successful?
Non-fiction: Are there any features that it hasn't got? Why do you think it doesn't have them?
Non-fiction: Can you think of another text that is similar to this one? What are the similarities and differences between them?

Strategies for Developing Effective Dialogue

These can be used alongside effective questioning techniques to assess and develop children's thinking and understanding in literacy.

Invite pupils to elaborate Encourages pupils to develop more complex contributions 'Say a little more about that ...'

Echo Helps pupils clarify their own thinking, and shows they have been listened to 'So you think that ...'

Non-verbal invitations Can signal to individuals to contribute more - Eye contact, tilt of head, nod, etc ...

Make a personal contribution from your own experience
Encourages pupils to offer contributions of their own, and see identification and empathy as useful tools 'I remember ...'

Clarify ideas Makes the key points easier to grasp, and encourages children to consider viewpoints 'I can tell that is the case because ...'

Make a suggestion Encourages pupils to offer their own suggestions or build on teacher's suggestion 'You could try ...'

Reflect on topics Encourages pupils to explore the topic rather than seeking a single answer 'Yes, I sometimes think that ...'

Offer information or make observations on a topic
Encourages pupils to offer their own information and discuss the adult's contribution 'It might be useful to know that ...'

Speculate on a given subject Encourages pupils to explore ideas, and understand that uncertainty is a normal stage in the thinking process