Questions to ask children about the texts that they are reading.

	Fiction	Non-Fiction
AF1 Use a range of strategies, including accurate decoding of text, to read for meaning.	Can the child gain meaning from the text by: ▪ Reading words on sight, e.g. familiar common words, some content words? ▪ Making use of phonic strategies, e.g. consonant blends, word initial/word final; long vowels; polysyllabic words? ▪ Using sentence and whole text knowledge e.g. by self-correcting, substituting words that make grammatical or contextual sense. ▪ Showing awareness of punctuation marks in reading, e.g. pausing at full stops?	
AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	▪ Where does the story take place? ▪ When did the story take place? ▪ What did the character look like? ▪ Where did the character live? ▪ Who are the key characters in the book? ▪ What happened in the story? ▪ What kinds of people in the story? ▪ Explain something that happened at a specific point in the story?	▪ What is the text about? What is the title of the text? Who is the author of the text? ▪ What kind of things would you expect to see in this book? ▪ Can you find examples of different features of this text type? ▪ Find something that interests you from the text. Explain why you chose that particular part. ▪ Where would you look to find out what a technical word means? ▪ What is on the cover of the book? What does this tell you about the content inside?
AF3 Deduce, infer or interpret, information, events or ideas from texts.	▪ If you were going to interview this character/author, which questions would you ask? ▪ Which is your favourite part? Why? ▪ Who would you like to meet most in the story? Why? ▪ What do you think would happen next if the story carried on past the ending of the book? ▪ Who was the storyteller? How do you know? ▪ Predict what you think is going to happen next. Why do you think this? ▪ Is this a place you could visit? Why/why not? ▪ How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?	▪ Which parts of the book could help you find the information you need? ▪ When would you use the contents page in the book? ▪ When would you use the index page in the book? ▪ What sort of person do you think would use this book? ▪ When might someone use this book? Why? ▪ Can you suggest ideas for other sections or chapters to go into the book? ▪ Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?
AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features.	▪ Were you surprised by the ending? Is it what you expected? Why/why not? ▪ What is the main event of the story? Why do you think this? ▪ How has the text been organised? ▪ Why do you think authors use short sentences? ▪ How did you think it would end/should end? ▪ Has the author used an unusual layout in the text? Is so, describe it and say why you think they did this? ▪ Has the author used a variety of sentence structures? ▪ Has the author put certain words in **bold** or *italic*? Why have they done this?	▪ Can you find an example of a page you think has an interesting layout? Why did you choose it? ▪ Why have some of the words been written in *italics*? ▪ What are the subheadings for? ▪ Why have some of the words been written in bold? ▪ How does the layout help the reader ▪ What is the purpose of the pictures? ▪ Can you find examples of words which tell you the order of something? ▪ What kind of a text is this? How do you know?

AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.	▪ Why did the author choose this title? ▪ Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text? ▪ Can you find some examples of effective description? What makes them effective? ▪ Which part of the story best describes the setting? ▪ Can you find examples of powerful adjectives? What do they tell you about a character or setting? ▪ Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting? ▪ Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting? ▪ Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?	▪ Why does this book contain technical vocabulary? ▪ 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? ▪ Are there any examples of persuasive language? ▪ Why do we need a glossary in a text?
AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	▪ Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish? ▪ Why did the author choose this setting? ▪ What makes this a successful story? What evidence do you have to justify your opinion? ▪ How could the story be improved or changed for the better? ▪ What was the most exciting part of the story? Explain your answer as fully as you can. ▪ What genre is this story? How do you know? ▪ What was the least exciting part of the story? Explain your answer as fully as you can. ▪ When the author writes in short sentences, what does this tell you?	▪ Why has the writer written this text? ▪ Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully ▪ Why did the writer choose to present the information in the way they did? ▪ How could the information be presented better? ▪ What makes this text successful? ▪ Are there any features that it hasn't got? Why do you think it doesn't have them? ▪ Can you think of another text that is similar to this one? What are the similarities and differences between them?
AF7 Relate texts to their social, cultural and historical contexts and literary traditions.	▪ Do you know another story, which deals with the same issues e.g. social, cultural, moral issues? ▪ Have you ever been in a similar situation to a character in the book? What happened? ▪ How would you have felt in the same situation? ▪ What would you have done differently to the character in a particular situation from the book? ▪ How would you feel if you were treated in the same way as the main character? ▪ What did the story make you think of? ▪ Have you read any other stories that have similar characters to this one? If so, which story was it and what happened? ▪ Do you think this book is trying to give the reader a message? If so, what is it?	

A level 3 reader can ..

- Make sense of what you are reading
- Find information and ideas in a text
- Work out what the author meant by deduction. Deduction means you use evidence in the text to understand what the author is telling you.
- Understand why a text is organised in a particular way
- Say something about the vocabulary and style that an author has used
- Say something about how a text makes you feel
- Link what you read to your own personal experiences
- Support your answers with evidence or examples from the text

A level 4 reader can ..

- Identify important details in the text
- Make sense of what you are reading
- Find information and details in a text
- Work out what the author means by inference and deduction. Deduction means you use evidence in the text to understand what the author is telling you. Inference means you use your own knowledge and understanding in the text to come to a conclusion which is behind the information the author has given you. Some people say this is reading between the lines.
- Explain why a text is organised in a particular way
- Say something about the vocabulary and style that an author has used
- Say something about how a text makes you feel
- Make comparisons of events in the text to events in your own life. (Use your own similar personal experiences in an answer.)
- Support your answers with evidence and examples from the text

A level 5 reader can ..

- Identify important details in the text and recognise changes in mood or atmosphere
- Make deductions about the characters, their emotions and motives
- Identify the author's point of view from which a story is being told or an argument is made
- Recognise how the author uses different techniques to influence the way a reader thinks – e.g. keeping information hidden or presenting opinions as fact
- Compare and comment on different parts of a text
- Analyse how successfully the author evokes feelings, such as sympathy or suspense, through careful vocabulary choices (such as similes) and sentence types
- Identify different text types and their purpose and language features
- Compare and contrast different texts
- Use more than one source of information to support an answer – e.g. extracting information from a chart, table or diagram and comparing it with the text
- Express a personal preference or opinion supported by examples from the text. This means you must be able to explain your opinions or ideas about something and prove you're right by giving examples from the text