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**KS2 Question Stems to support reading – Year 5 & 6**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

This document breaks down each question domain into steps with question stems and prompts to support their understanding of the text.

Having a copy of this document to hand during home reading will help and guide you on how to support reading at home.

**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)
* What does the word… tell you about…
* **Find** and **copy**…different words that show…
* Choose the best words to match the description above. Circle your choice.
* What does the word… mean in this sentence?
* **Find** and **copy** a group of words that means the same as…
* ...................... This means that…
* Which of the following… is closest in meaning to…

**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…?
* What conclusion does…draw from this/…?
* What event made…want to/do…?
* What hardship did…face? How did they deal with it?
* In what year did…
* How long did…
* Who/What/Where/Why/How/When…
* According to the text, approximately/what/how/why/give **one**… (includes give two reasons)
* According to some…
* Number these facts about the…from 1-5 in the order which they happen…
* Complete the sentence below…
* What is one name that…
* What was one effect…
* What does the poet ask…
* How do you know that…

**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.
* Which of the following would be the most suitable summary of the whole text?
* Which statement is the best summary for the whole of page…
* Number the following sentences from -5 to show the order in which they happened in the poem…
* Look at the first two paragraphs. Which sentence below **best** describes the…

**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 … ?
* In what way does… think that … is?
* Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion.**
* What was unusual for….on …?
* Choose the best words to match the description. Circle both of your choices.
* How is the…made to seem…?
* What does this paragraph tell you about…character?
* What else in the text tells us that…
* What other impressions do you get of…
* Explain what the poet/author finds…about…
* What is **one** thing that did **not** change…
* **Find** and **copy** a group of words that shows…
* Tick the two verses that are about…
* Look at the first paragraph. What suggests that the…
* 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…

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

**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?
* What does this description tell us about…

**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?
* According to the text… give one way that….

1. Are similar to…
2. Are different to…