



Reading in Year 5

Reading question starters to support your child at home

Word Reading:

1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.

Comprehension

LITERAL

1. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of the words in context.

2. Understand what he/she reads by asking questions to improve his/her understanding of complex texts.

INFERENCE

1. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.

2. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.

3. Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

4. Understand what he/she reads by predicting what might happen next from details stated and implied.

Literal question starters:

Who are the main characters in the story?

What did the character say? What does this tell us about them?

Where is the story set? Can you describe the setting?

Can you find the part of the text/story that tells us that...?

What happens at the beginning/middle/end of the story?

Can you tell me three things to describe what the character is feeling when...?

What are some of the key words in the text that tell us about the setting / characters?

What have you found out about from reading this text?

What are the main ideas?

Inference Question starters:

From your reading so far, what do you predict will happen next?

How will it end?

What is this character like? Why do you think that?

What do you think...is thinking/feeling? What makes you think that?

Why do you think the character did...?

Do you think the character was being honest when they said...?

Look at the speech. What clues do they give us about the character's thoughts/feelings/actions?

What are we told about what the character is thinking? What clues are there?

Can you compare characters/start and end of a story? How are they the same/different?

Is that a fact or is it the characters' opinion? How do you know?

What do you think about...? Is that a fact or opinion?

(Non - fiction) How does this information help you answer the following question?



5. Distinguish between statements of fact and opinion.

What do you think the main theme is? Why?

STRUCTURE

1. Retrieve, record and present information from non-fiction.

Structure Question starters

How is the story/text organised? What are the different sections/parts?

What are the main features of this type of writing?

How is the text presented? Why? (E.g. sub-headings-bold-italics-bullet points, etc.)

How do the illustrations /diagrams/photographs support our understanding of the text?

How does the sentence structure affect the way we read this?

How does the punctuation in this sentence help us to read it?

LANGUAGE FOR EFFECT

1. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Language for Effect Question starters:

The author used the phrase... What do you think he meant by that? Which words/phrases tell the reader that the main theme/idea is...?

Which words do you think are particularly effective?

What does this word tell us about the character/setting etc?

Which verbs/adverbs/adjectives/ have been used in this section?

What is the effect?

How does the dialogue help to move the story on?

What technical vocabulary has been used? How does this support you as a reader?

How is the atmosphere/mood conveyed in this text?

Why do you think the following have been used? Alliteration/ repetition/ varying sentence lengths /rhyme /similes /metaphors/ personification, etc.

ATTITUDE

1. Maintain positive attitudes and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

2. Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

3. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.

4. Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



St Jude's Catholic Primary School

Subject Lead: Mr Parry

5. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.