



Reading in Year 6

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 6 spelling.

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?

Comprehension

LITERAL

1. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Inference Question starters:

From your reading so far, what do you predict will happen next time?
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?
(Non - fiction) How does this information help you answer the following question?
What do you think the main theme is? Why?

INFERENCE

1. Provide reasoned justifications for their views.
2. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
3. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
4. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.



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

STRUCTURE

1. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.

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. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning. (refer to 'structure' also)

2. 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 to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.

2. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.

3. Read age-appropriate books, including whole novels, with confidence and fluency.